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ABSTRACT

This manual is the outgrowth of a workshop sponsored by the National Association of the Deaf in 1969 to develop guidelines on deaf leadership training for community interaction. The manual contains: (1) "A Welcome and a Challenge" by Robert L. Lankenau; (2) "The Critical Need for Leadership" by Don G. Pettingill; (3) "The National Census--A Responsibility of Deaf Leadership" by Frederick C. Schreiber; (4) "Political Dynamics" by Joseph J. Pernick; (5) "Rehabilitation--Community Coordination" by Frank J. Gattas; (6) "Legislative Techniques" by Ernest Dean; (7) "Adult Education" by Ray L. Jones; (8) "Interpreting--Key to Interaction" by Albert T. Pimentel; (9) "Personal Awareness" by L. Stewart Olsen; (10) "Ethics of Professional Leadership" by Roger M. Falberg; (11) "Community Agency Resources" by Robert K. Ward; (12) "Communications--Community Interaction" bu Paul L. Taylor. Positive and negative participant responses to the workshop group sessions are given. A list of people involved in the workshop and the workshop schedule are provided in an appendix. (KM)

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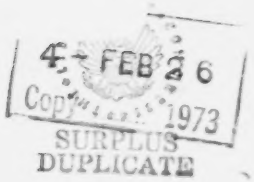

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deaf leadership training for community interaction

a manual for "grassroots" leadership

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This manual is the outgrowth of a workshop sponsored by the National Association of the Deaf, held in Salt Lake City, Utah, August 13–16, 1969. The workshop was supported in part by a grant from the Rehabilitation Services Administration, U.S. Department of Health, Education, and Welfare (Grant No. 638–T–69).

Contents

Preface 3
Foreword 4
Acknowledgements 6
A Welcome and a Challenge 7
Robert O. Lankenau
The Critical Need for Leadership 8
Don G. Pettingill
The National Census—A Responsibility of Deaf Leadership. 14
Frederick C. Schreiber
Political Dynamics 19
Joseph J. Pernick
Rehabilitation—Community Coordination 26
Frank J. Gattas
Legislative Techniques 34
Ernest Dean
Adult Education 41
Ray L. Jones
Interpreting—Key to Interaction 48
Albert T. Pimentel
Personal Awareness 53
L. Stewart Olsen
Ethics of Professional Leadership 58
Roger M. Falberg
Community Agency Resources 66
Robert K. Ward
Communications—Community Interaction 72
Paul L. Taylor
Responses of the Participants to the Workshop Gr
Sessions 75
Appendix 83
Faculty 83
Resource Persons 84
Planning Committee 85
Workshop Participants 86
Interpreters 89
Recorders 89
Workshop Schedule 90

Preface

Effective consumerism is the name of the game. The National Association of the Deaf, the leading consumer organization of the deaf, is to be commended for initiating this action to increase the effectiveness and involvement and thus the influence of deaf leadership in the planning and development of programs affecting the welfare of the deaf community.

In this workshop to develop guidelines on deaf leadership training for community interaction, the NAD has demonstrated clearly the commitment of deaf people to improve their skills in meaningful consumer roles.

The Rehabilitation Services Administration is strongly oriented to consumerism. It continually seeks opportunity to share thinking with consumer groups on their needs and their problems. It recognizes with appreciation this movement to train deaf leadership for productive community interaction.

Edward Newman
Commissioner

Foreword

Community interaction for deaf people is not just a euphemism but a necessity if they are ever to take their rightful place in society. It implies mutual acceptance, signifies giving as well as getting, and serving as well as being served. This interaction will not start by itself, nor will it be initiated by hearing people; it will have to be started by deaf people themselves, because although tremendous strides toward understanding have been made in the last two decades, very few hearing people appreciate the full significance of a severe hearing impairment and the handicaps it imposes. The responsibility for the first step toward meaningful interaction lies with deaf leadership at the local level.

In 1963, the National Association of the Deaf, sensing the need for training deaf leaders and potential leaders for active roles within their own communities, proposed a workshop that would bring together established leaders of the hearing community to train deaf people from throughout the States in the special techniques and mechanics needed to interact with the hearing community and to utilize effectively available community resources.

Financial support was sought from the Rehabilitation Services Administration and a planning meeting in Salt Lake City, Utah, April 11 and 12, 1968, laid the groundwork for one of the most innovative and successful workshops in the area of the deaf in recent years.

At the workshop, held in Salt Lake City, August 13-16, 1969,

70 trainees from 31 states joined with a distinguished faculty and veteran resource persons to evolve this manual. The trainees, most of whom were new to the workshop circuit, represented many ethnic, cultural, educational groups and philosophies, and were chosen more on the basis of potential and grassroots leadership qualities than on professional credentials. Their enthusiasm and fresh perspectives more than justified this innovation. Similarly, the faculty, while it included names well known in the area of the deaf, was chosen more on the basis of knowledge of the assigned topics than previous contacts with the deaf.

Another innovative aspect of the workshop was the logistics of movement, designed for the development of better group dynamics in a short time. The trainees remained at the same tables throughout the workshop, with the instructor-recorder teams moving from group to group to present their subjects. In this way, the trainees had time to become acquainted and more comfortable with each other and the recorders came to know the instructor and his topics better. The instructors were able to react with more individuals, and every trainee had a chance to question the instructor.

This blend of enthusiasm, desire and know-how generated the practical, down-to-earth advice which is incorporated into this manual with the hope that it will inspire and guide "grassroots" leaders to accept the challenge of community interaction.

Acknowledgements

Many people had a hand in the workshop and this manual. It is impossible to list them all, but recognition should be given to Dr. Vaughn L. Hall and Phillip R. Clinger of the Utah State Division of Vocational Rehabilitation, who gave the project their wholehearted support from beginning to end; Vic Galloway, director, and Ernest Hairston, Alice Beardsley, Leon Curtis, Betty Lankenau, Bill and Lorine Peterson, Walter Brown, Frank Gattas and Norm Tully, who set the tone for the workshop with a series of illuminating "blackouts"; and, especially, to Robert G. Sanderson, who during his term as president of the National Association of the Deaf, first proposed such a workshop, and pushed and watchdogged the project every step of the way.

A Welcome And A Challenge

By Robert O. Lankenau

President, National Association of the Deaf

It is an honor and a pleasure to welcome each one of you to this Leadership Training For Community Interaction Workshop in Salt Lake City, Utah. This workshop is sponsored by the National Association of the Deaf under a grant from the Rehabilitation Services Administration.

Some of the most experienced people available have been asked to help you develop potential leadership qualities and go about obtaining services that your people need. These experts are very busy people who are giving valuable time, upon which there are many demands, to be with us.

Do not waste a minute of your time while here; make good use of it every chance you get. Ask questions, discuss problems, speak out about your frustrations and make every effort to obtain the information that you need. I am sure our faculty will be more than pleased to help you.

By your presence here, you have already signified your interest and desire to cooperate with the people back home to obtain improved status for the deaf community. Mark my words—you will be watched closely by everyone and they will expect you to grow in leadership qualities and be of increased value to your state and national associations after you leave here.

Hence, you cannot expect to spend the next three days just sitting on your hands and seeing how a workshop is conducted, even though I am sure it is a new experience for many of you. You will be expected to work hard at every session you attend and take an active part in all the discussions. As a taxpayer, you are helping to pay for this invaluable experience and as citizens you will be expected to utilize this experience to the utmost.

But—remember, achieving a goal is never final and failure to do so is never fatal.

With these words in mind, I implore you to "get with it," ladies and gentlemen—time is short; make every bit of it count.

KEYNOTE ADDRESS

The Critical Need For Leadership

By Don G. Pettingill

I am not quite sure why I was given this awesome responsibility of addressing you—potential, budding and experienced—deaf leaders. Since this first Leadership Training Workshop hopes to accomplish the impossible in three short days, I suspect they decided to save time and use me as a horrible example to show you right at the start just what can happen to you if you don't get on the ball!

Obviously, you want to be good, effective, respected leaders—or you wouldn't be here, eager to improve your inherent leadership abilities. I know that every national leader in every national organization joins me in humble thanks to you for your interest and enthusiasm.

The theme of this workshop is "Community Interaction." But as you all know, a deaf leader must first have the respect of his peers, and must be able to inspire them before he can expect them to be willing to go along with new projects or ideas.

It is a master understatement to say each of you is needed, badly—and NOW! The government would not spend all this money; and truly great national deaf leaders such as Boyce Williams, Bob Lankenau and Bob Sanderson would not be working so desperately against time and frustrating obstacles if this growing need were not so very REAL!

We sincerely hope you have come to this workshop with an open mind, willing to learn from the vast reservoir of experience available, as well as to contribute your own. You cannot possibly live long enough to gain all the experience, or make all the mistakes yourself, or to recover from too many serious blunders.

The rewards of good leadership are great; the punishment you often have to take severe! The latter is simply part of the game, the price of success. If all the deaf leaders I know and admire had a thousand dollars for every knife wound in their backs, they would be rich. However, I am sure that none of them would trade those "battle scars" for love or money. They are all rich in terms of satisfaction, and self-respect, experience, countless friends and even a few choice enemies.

Since it was regrettably impossible to bring every active or potential deaf leader to this workshop, we especially ask that you pass on to those fellow leaders the things you learn here. We

have a golden opportunity to blast off, to have reverberations from this meeting felt in every corner of America! It is up to you! This workshop brings to my mind a very fitting verse:

> "Drop a pebble in the water, just a splash and it is gone,
> Yet there are half a hundred ripples circling on and on and on;
> Spreading, spreading from the center, flowing on out to the sea,
> And there is no way of knowing where the end is going to be!"

In the past several years, the deaf of America have begun to receive more and more attention from the hearing world. I think the main reason for this exploding interest is simply that relentless deaf leaders, from the poor, but well meaning and dedicated laymen at the local level, to the skilled, well-compensated administrators, educators and professionals at the national level, have raised their voices and hands in unison in the eternal fight to win our rightful place under the sun.

With the help of equally dedicated hearing friends, educators and professionals, we are beginning to realize the true meaning of "deaf power." Many people, including this speaker, do not care for that particular phrase, but we do admit it means one thing: "Teamwork."

I believe the deaf are being noticed because we are learning how to use our potent power as a minority group. We are learning that the old way of rolling up our sleeves, drawing our "swords" and shouting "Charge!" is nothing but *raw* power. In short, our efforts were often decidedly unprofitable; we made little progress and instead, created a questionable and undesirable image of the deaf and deafness.

The most valuable lesson we have learned, I think, is to use this power properly. We must hold it like we would an egg: too firmly and we may break it; too loosely and we may drop it.

With this new knowledge has come progress and benefits . . . slowly at first, but with steadily increasing momentum. Confidence we gain seems to help us gently say to the world, "Either lead, follow, or get out of the way!"

All organizations recognize that numbers mean power. This is one reason why the National Association of the Deaf started the quota system. Obviously, 10,000 members will impress Congress and your own legislators far more than 1,000 individual members. Right? However, the indisputable fact is that quality

and experience in the leaders is what controls the final payoff! This is one reason you are here.

However, the growing pains are becoming increasingly evident. All this recognition has created new opportunities for the deaf, but the opportunities themselves pose problems. We need many more capable leaders to help shoulder the new responsibilities of this forward thrust lest we falter and grind to a halt, and lead the hearing world to question our true motives. And we simply do not have the time or leeway to make too many mistakes.

So . . . just what makes a leader great? What is quality? Let me quote something which, in my opinion, is the nearest thing to describing the perfect leader that I have ever read:

If you can keep your head when all about you
Are losing theirs and blaming it on you.
If you can trust yourself when all men doubt you
And make allowance for their doubting, too.

If you can wait and not be tired of waiting
Or being lied about, don't deal in lies
Or being hated, don't give way to hating
And yet, not look too good nor talk too wise.

If you can dream and not make dreams your master
If you can think, and not make thoughts your aim
If you can meet with triumph and disaster
And treat those two impostors just the same.

If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools
Or watch the things you gave your life to broken
And stoop and build anew with wornout tools.

If you can make one heap of all your winnings
And risk them on one turn of pitch and toss
And lose, and start again at your beginnings
And never breathe a word about your loss.

If you can force your heart and nerve and sinew
To serve your turn long after they are gone
And so, hold on when there is nothing in you
Except the will that says to them, "Hold on!"

If you can talk with crowds and keep your virtue
Or walk with kings, nor lose the common touch

If neither foe nor loving friend can hurt you
If all men count with you, but none too much.

If you can fill each unforgiving minute
With sixty seconds worth of distance run
Yours is the earth, and everything within it
And which is more, you'll be a man, my son!

My friends, as you probably know, that is the poem, "IF" by the immortal Rudyard Kipling. It is hard to expand on those words of wisdom, but I do have seven pointers to offer you in your unique positions as leaders in the deaf world. Hopefully, the number "seven" will bring you good luck in your efforts.

1. Think positive! But not to the point of dreaming, or just thinking. Do not be afraid to be a negative thinker when you feel it is necessary. Just don't get into the habit. Speak out according to your own true convictions and conscience. History has been shaped as much by pessimists as by optimists. Negativism often forces the dreams to take a new, realistic look at the road ahead, and a hard second look at the territory covered, along with actual results obtained. New roads are often filled with pitfalls. Dare to be the one who says, "Bridge out ahead!" One man with courage often makes a majority!

2. Be alert. Be aware of what is happening on the national, state and local scenes. Read the NAD Home Office Newsletter, *The Deaf American*, and other state and local publications including those of your own area. There can be a wealth of ideas, projects and other vital and useful information in them. Cooperate with other leaders and help them succeed with their pet projects. They, in turn, will be more inclined to help you with yours. Do not hesitate to use any and all ideas that will benefit the deaf in your own community or state, especially those which will promote better understanding of the deaf by the hearing population.

3. Be selfless. There is no limit to what a man can do if he doesn't care who gets the credit. If you can master this simple fact, you will be a giant among men. Years ago, when I was a cocky young squirt and before the pros taught me a thing or two, I was up on the stage in every debate in every meeting at every convention I attended. I finally realized that there was resentment among the very people I sought to serve. Too often a member would pass up the opportunity to take the floor for fear he would look bad. Attitudes and results are often much better if leaders can stay in the audience much of the time and keep their cotton-picking fingers quiet! When you have an idea, why not try to pass it on to another member and let him introduce it, then dis-

cretely join in debate to support him if necessary. This way has many benefits. It helps others learn how to present ideas; to gain confidence; to get credit; and most important, keeps things moving without your appearing to crack the whip. And believe it or not, it pays off in more friends, prestige and genuine respect of your fellowmen.

4. Communicate. Share all information, plans and other items of mutual interest with your group, unless, of course, it is definitely classified. After all, this material is not your personal property. Few things irritate the rank and file or shake the faith of hearing contemporaries more than a self-appointed leader who sets himself up as an information center—and then keeps everything to himself with the mistaken idea that it makes him important. Adequate communication prevents wild speculation and damaging rumors, and actually inspires the members to cooperate.

5. Be a responsible deaf leader in your own community. Be forever alert for the chance to show the world just what the deaf are: Truly remarkable people! Encourage community involvement whenever possible. Watch for any interest on the part of the hearing world in the deaf and their unique problems and capitalize on it. Strive to find ways to work with such agencies as your local police department, like they did in Chicago. By keeping abreast of what other deaf leaders are doing, your own communities can be enriched.

6. Be tough, but, oh, so gentle. Leadership is a complex business. A thick skin is a must. But take care not to become too thick or calloused. You must be sensitive to the feelings, moods, problems, strengths and weaknesses of your fellow men. Use his talents to the fullest and never forget to give him full credit for his efforts. You must have tact, yet turn into a polite bulldozer when necessary in order to keep things moving.

Kipling's "If all men count with you but none too much" to me means you must be a "regular guy" and honestly enjoy a night out at the local club for the deaf once in awhile. It means you don't become involved in their petty, personal squabbles, but try to inject humor, happiness and fellowship . . . by example. The average deaf person couldn't care less how much you do for the local club or state association; if you are going to be high and mighty and consider yourself above them, your name is "Mud."

7. Above all, be humble. Just remember one basic rule: "Everyone I meet is in some way my superior." You may be a far better speaker than John Doe, but he may be able to tell a better story, and have more empathy for his fellow man. You may have flawless grammar, but Joe Blow can beat you hands down in math. Even the lowest non-verbal deaf person can have you whipped in one

way or another. After all, handicapped as he is, he is probably plugging along to the very limit of his ability, often doing amazing things. This is more than can be said for many of us—we often just don't give our very best, to the limit of our God-given abilities. Believe me, I have learned much from them all, and am learning more every day!

In 1960, I was a first-time delegate to the NAD convention. After several exciting days of meeting all the national big shots, and engaging in countless debates and other equally inspiring events, I was on fire with grandiose dreams of all the things I was going to do when I got back home. Meeting a dedicated leader in the hotel lobby, I started gushing about all my plans for the NAD and for the folks back home. Man, I was really going to get off my duff and set the world on fire. That long-suffering editor of *The Silent Worker*, now *The Deaf American*, patiently heard me out, and then gently let me have it: "Don, I have heard that stuff before . . . many times! People come to these meetings, are deeply impressed and inspired, and get completely carried away. Then they go back home and we never hear from them again. Spare me any further dramatics, my friend. Just go back home and *show me* you mean what you say!"

Those words from Jess Smith really stung me, but best of all, he made me good and mad! Incidentally, he has been one of my best friends ever since, even though I'm still trying to keep up with him and *show him!*

"The tumult and the shouting dies; The captains and the kings depart. . . ." And this is where the acid test of true leadership begins. I hope you will return to your homes determined to prove to all the overworked pros that you are every bit as capable as they. YOU MUST, for, as I told you, we need you. You are one of the fortunate few chosen to participate in this priceless opportunity to grow. My challenge to you is: "Show them!"

the national census

A responsibility of deaf leadership

The number of deaf persons in the United States is not known. We have operated on "guesstimates" ever since 1930, with the guesses ranging from 250,000 to 350,000 people being in the category which we consider deaf. Each state has also had to guess as to the number of people within their state and even within their city for that matter. As a result, it has been difficult to get the kind of services and the kind of support for our programs that we need so badly.

Almost every attempt at community interaction starts off with the question: "How many deaf people are there in the community?" Community agencies simply can't take "about" or "between" for an answer; they have to know if they are to justify special services for the deaf. Politicians are even more hard nosed. Therefore, it is a prime responsibility of grassroots deaf leaders to support the National Census of the Deaf.

The National Census Of The Deaf

By Frederick C. Schreiber

Executive Secretary, National Association of the Deaf

As reported in *The Deaf American*, the National Association of the Deaf has been awarded a grant from the Social and Rehabilitation Service of the Department of Health, Education and Welfare to conduct a national census of deaf persons. This grant will cover a period of four years and will result in innumerable benefits for all deaf people in the country, including some not yet born.

Good Reasons For The Census / *Some Examples*

It has been difficult for the schools for the deaf to justify expansion because they have no accurate estimate of the number of children that will be needing the school in the four to five years that it would take for additional facilities to be planned, appropriated for and built.

It has also been difficult to project employment trends among the deaf with the aim of providing the kind of vocational training for our young people that would insure their getting and keeping the kind of jobs which would provide them with a good living and a secure future.

It has also been difficult to plan for the training and utilization of the many multiply handicapped deaf citizens that we have and will continue to have simply because we do not know how many there are or what other handicaps they have in addition to deafness.

All of these and many other questions will be answered by the Census that is now underway.

Trained Researchers / *Experts Recruited*

The National Association of the Deaf has assembled some of the finest and best trained researchers in the area of deafness that this country possesses to work on this project. In fact, our leading demographers, and the people who have the most experience in conducting this kind of survey are all on the NAD team.

Heading the team as director of the project is Dr. Jerome D. Schein, Dean of College of Education and Home Economics at

the University of Cincinnati and the director of the famed Washington community study of 1962 which has helped so much in our battle for equitable automobile insurance. The statistical data provided in that study showed the deaf drivers of the Washington area to be immeasurably superior to their hearing peers in all aspects of driving—including safety.

Also on the team as Senior Research Associate is Stanley Bigman who was last associated with the NAD in a survey of Occupational Conditions Among the Deaf in 1958. This project was a joint undertaking of the NAD and Gallaudet College and stands today as the only national statistics we have on a census of school-age children in the past.

Assigned to the Census is Miss Carmen Johnson, Miss Miriam Aiken and Mrs. Glenda Ennis. Miss Aiken has been with the Census since its inception via our planning grant in 1968. Miss Johnson has been with the NAD since early in 1968 and prior to that had been Dr. Schein's secretary when he was at Gallaudet College. Mrs. Ennis is a newcomer, but as the older sister of Sharon Snyder, one of our former employees, she is well embued with the NAD traditions of service and dedication.

NAD Office Crowded / *Space Problems*

Due to the lack of space in our main offices, the Census division is housed on the first floor of our present location, 2025 Eye Street, N.W., in Suite 113. This suite comprises three rooms which we have equipped at a cost of over $1,500. It is expected that when our lease expires in November, the Home Office will relocate into more spacious quarters in the suburbs of Washington although the exact location has yet to be determined. An estimated 4,000 square feet of space will be needed to house our operations and at current costs this will mean a rental of $18,000 to $20,000 a year for the space.

Additional equipment will be leased including a folding and stuffing machine to handle the mailings for the census, an electric postage meter to replace our present manual machine which has served us so well for so long. Actually it may be necessary to have two meters due to the volume of mail coming from the census operations.

Every Deaf Group Must Help / *Cooperation Vital*

But what all of this amounts to is that while we have the staff, the equipment and the determination if the census is

to succeed we must also have the enthusiastic cooperation of every deaf organization, every deaf individual we are able to reach. There have always been rules in organizations designed to protect the privacy of the organizations' members. These are good rules, of course, but when the rules work against the best interests of the deaf they are not good any more. And it is our contention that any organization that professes to be working in the interests of its members will realize that only by whole-hearted cooperation with the census project can they say that they are doing their job.

Confidentiality Guaranteed / *Lock And Key*

Address lists that we get will be maintained confidential. It is basic to the operation of this project that all organizations, all individuals are assured that their privacy will be protected. As the names and addresses come in, each is assigned a number and this number will be the only identifying symbol in evidence. All master lists will be maintained under lock and key and the NAD has pledged that no lists, no names and addresses will be given out for any reason after we have received them. While we are making a determined effort to contact every known club, association, church group and other groups to request their mailing or membership lists, we are aware that some groups exist of which we know nothing and would be most grateful if such organizations would voluntarily get in touch with us.

All deaf leaders are called upon to do their part.

This is a vital aspect of the program and can be accomplished in several ways. First by determining whether or not the organizations to which you belong or which you know about have been contacted.

Second, if they have been contacted, to use your influence and support to insure that your organization cooperates with this project because it will benefit all of the members of the group.

Third, by sending in the names and addresses of the officers of any group that has not been contacted so that we can contact them.

Fourth, by sending in the names and addresses of deaf persons you may know who are not "in the mainstream of the deaf community." That is, people you may know who are deaf but belong to no clubs, no social or religious organizations for the deaf of which you are aware. This group of people is especially important because with the many organizational lists that we have and that have already been promised to us we believe that the

chances of overlooking the usual deaf person is slim while the loners are the people we will have to work hardest to locate.

Publicize The Census / *Beat The Drums*

Fifth, "Beat the drum." That is, talk about the census. Tell your neighbors about it, tell your co-workers about it, your family, everybody you can because some of these people, even if they are not deaf, may know of people who are and can tell you about them so you can tell us.

We expect to get a tremendous amount of duplication. So you should not hesitate about sending in names and addresses for fear that we may already have this name and address. Our computer will quickly and efficiently separate duplicates and we would rather get the same name 10 times over than miss it entirely.

You could get off to a good start by sending us your personal address list now. Of course that personal list should relate only to your deaf friends but even if you have doubts as to whether a person would be considered deaf or not, send it anyway. Our preliminary survey will weed out any person who is not deaf and might have gotten into our lists by accident.

In order to insure that your list does not get mixed in with the regular National Association of the Deaf mail, and subsequently delayed in reaching the data processing center, would you please send the lists to the following address:

National Census of the Deaf
814 Thayer Avenue, Room 306
Silver Spring, Maryland 20910

political dynamics

JUDGE JOSEPH J. PERNICK
Instructor

ERNEST HAIRSTON
Recorder

Politics is a way of life. It touches hearing and deaf people alike; unfortunately, very few deaf people touch politics.

This is their fault.

It does no good to merely discuss politics with other deaf people. No matter how hot the arguments wax in clubs and gatherings of the deaf, the payoff remains in Congress and legislatures, governors' offices and city halls. And there are no deaf senators, legislators, governors, commissioners, or even precinct chairmen.

But there are deaf voters. There are families, friends and neighbors of deaf voters. Politicians are interested in these votes. They will be interested in the problems of the deaf; but it is up to deaf leaders to bring these problems and potential votes to the attention of the right people in the right way.

THIS IS POLITICAL DYNAMICS.

The Need For Political Action / *Are You A D.O.P.E.?**

It is time for the deaf to stop feeling sorry for themselves; time to stop relying on others; time to stand up and demand what is due the deaf as worthwhile citizens of the United States of America.

* Deaf On Political Education.

A Basic Political Fact / *The Squeaking Wheel*

"It is the squeaking wheel that gets the grease," Persons who stand up and demand things are the persons who accomplish things.

Examples: Examples of what can and has been done through political action under the leadership of the deaf themselves:

1. Receiving substantial support from the Michigan United Fund.
   a. Obtaining two full-time co-directors for the Michigan Association of the Deaf. One is deaf; one can hear.
   b. Obtaining a budget of approximately $40,000.
   c. Developing a comprehensive program.
2. Post Office Employment.
   a. Michigan Association of the Deaf, the Division of Vocational Rehabilitation, the Michigan Employment Security Commission, Senator Philip A. Hart, Senior Senator from Michigan, and Judge Pernick combined forces. Result: 75 to 100 deaf individuals employed in Detroit Post Office with full civil service protection.
3. Improvements in the Division of Vocational Rehabilitation.
   a. One year ago, not one counselor who could communicate with the deaf in the language of signs. Today, there are six counselors who can use the language of signs; there is a state director for deaf activities.
4. Driver Training Test.
   a. Simplified version was adopted.
5. Education.
   a. An investigation was conducted to improve education in the school for the deaf.
   b. Adult education classes were started.

How It Started / *Push, Push, Push*

Richard Johnson and Gerald Adler, two local deaf leaders, kept pushing and pushing and pushing. Non-deaf help was recruited early and once these people saw the problem and the value of the proposed services, they rendered important service.

How Do We Begin? / *Form A Committee*

This is the first step, and half of the job. Have live human bodies and alert minds to do the many tasks demanded by political activities. The main tasks:

1. Get the deaf to register themselves, also relatives, friends and neighbors of voting age.
2. Educate people on issues and candidates. Aim at both the deaf and hearing people who can help.
3. Get them to vote.

One vote can decide the outcome of an election. One friend in the legislature can decide the outcome of a program to help the deaf.

How To Get People Involved / *Strength In Numbers*

No one can be expected to carry out the entire political education program alone. Committee members should be as broadly represented as possible. Officers and executive board should include both deaf and hearing leaders and representatives from other committees (organizations of and for the deaf, community councils, educational and legislative bodies.) Any other people, deaf and hearing, who are interested in politics and good government and are willing to work should be welcomed. Get both husband and wife active if possible, the most active volunteers have the support of their families.

Make it clear that political dynamics are for everybody, not just a select few.

Plan In Advance / *Bringing People Together*

1. Make sure the subjects to be discussed deal with the hopes, needs and expectations of the members.
2. Pick a time that will not conflict with other planned activities or important events.
3. Announce the meeting in advance. Not too early, nor with short notice.
4. How to announce meetings:
   a. Announcements and posters on bulletin boards.
   b. Advertisements in club news.
   c. Post cards and letters.
   d. Emphasize the fact that discussions will be carried on in language the average deaf person can understand. Make it clear the meeting is for the "masses" not just the "egg-heads."

Telling Your Story / *Be Specific*

Tell your audience about a particular problem that will force them to take action. Select speakers who are interesting, informed and inspirational. Make use of media:

1. "Turn-over Talks," utilizing graphs, pictures and key words mounted on an easel that can be presented at appropriate points to liven talks.
2. Filmstrips.
3. Motion pictures.
4. Entertain the audience. Put life in your talks as you inform.
5. *Do things at meetings.* Transact business, make decisions, review past work; plan new things. People will be more committed to things they have agreed on in the group; they will feel "on record" with the group. However, hold the work and "mechanics" down to an hour or so. Leave time for informal discussion. Add spice by reporting "inside information."
6. Refreshments—to encourage informal interaction after the formal program.

Meetings Are To Inform / *Getting Things Done*

The audience wants and deserves straight talk. Therefore:

1. Tell the audience exactly what you want them to do.
2. Have a workable plan ready.
3. Make assignments.
   a. Let each person know what he or she is to do.
   b. Write letters and tell friends.
   c. Make a list of people to contact.
4. Fix the responsibility.
   a. Make some individual responsible.
   b. Give instructions about reporting back.
   c. Follow up by checking on their assignments.
5. Encourage people to help each other out on jobs. "Every man for himself" is not good committee work.
6. Give credit where credit is due. All of us like praise for a job well done; keep this in mind and pass out laurels.

Educate Yourself / *How To Know And Be Active*

1. Government.
2. People.
   a. Where they live.

b. How they live.
c. How they make their living.

3. Groups.
   a. Clubs and associations of and for the deaf.
   c. Political organizations and who the leaders are.
   b. Service clubs (Sertoma, Rotary, Lions, etc.).
4. Find out about municipal government, school administrations—who runs them.
5. Find out about the political division of your community; its geographical breakdown in terms of:
   a. Congressional districts (Federal).
   b. State legislative districts.
   c. County election districts.
   d. Wards.
   e. Precincts.
6. Know your local government. Find out how it is run and who the important elected and appointed officials are. Find and get to know opinion leaders. (See Legislative Techniques section.)

All you have to do is ask. The very act of asking marks you as an interested voter who is worth the politicians' attention.

What Makes Politics Work / *The Political Chain*

Political dynamics involves much more than campaign oratory. So-called political "machines" can be bad; but usually they are made up of good, hard-working, conscientious citizens—your neighbors and friends.

1. The precinct—the smallest unit in the American political system; a convenient unit.
2. The ward or district.
   a. Ward is composed of a number of precincts.
   b. Heading it is the ward or district leader.
3. City and county committees.
   a. Ward leaders combine to form the city committee.
   b. Overlapping in many areas in the county committees.
4. State committees.

Inform your members of this information.

How To Register Voters / *Opinions Don't Count*

You can have all sorts of opinions, but if you are not registered, what good are your opinions? Political people only listen to

registered voters. Begin by getting the facts.

1. Find out what registration laws are for your state and community.
2. Get copies of laws at your local board of elections.
3. While there, find out how to:
   a. Transfer registration from one precinct to another.
   b. Absentee balloting.
   c. If an interpreter can be brought into the booth.
4. The most important information needed is—who is registered and who is not among your members.
5. Set up a central card file system (3" x 5" cards are convenient).
   a. Get a list of the names and addresses of every one of your members. Copy last names first and be sure to use middle initial and Jr. or Sr., etc.
   b. Add telephone or TTY number.
   c. Find out members' wives or husbands name and the names of each eligible voter in the family.
   d. *Find out ward and precinct numbers of each member.*
   e. Check and see if they are registered voters. Ask to see voters' cards or check the roster of registered voters from the Board of Election.
   f. After you check your file and find out who is not registered, then you must do everything you can to get them registered.
   g. Find out where your people are to vote. Let them know the address of their polling place by post cards, phone calls or personal contact. This gesture not only will be appreciated but will generate interest. Lists can be secured from county clerks or newspapers.

How To Tell Your Story Effectively / *Spreading The Word*

1. Person to person is the cheapest and most effective.
2. Writing letters (fancy language is not important).
3. Coffee hours with housewives, associates.
4. Speeches to other organizations.
5. Old-fashioned political rallies especially for the deaf.
6. Pamphlets, leaflets, handbills, postcards.

What Can The Deaf Expect? / *Why?*

Political dynamics pose both promises and problems for the deaf. Foremost, of course, is the desire for good, equitable laws

and consideration. But almost as important, the very fact of interaction with the hearing political organization will acquaint many hearing people with the significance of a severe hearing handicap and earn respect for the deaf community. Communication with hearing political people may not be easy, but it will emphasize the problem deaf people have to live with every day and do more to promote genuine understanding than the sometimes dangerous "little knowledge" of hearing experts who are all too ready to air their theories.

And while politics may seem involved—something too complicated for the average deaf person to participate in—one only has to take a good look at the many housewives manning registration desks and voting places, and all the other little people who make the American political system work and find satisfaction, enjoyment and friends in the process.

Suggested reading:

How To Win, a handbook for political education published by the AFL-CIO Committee on Political Education.

Organizing and Leading Volunteers, by Dr. Robert Kahn, University of Michigan.

Winning Support For Better Laws, by the UAW Citizenship Committee.

Write to Dr. Kahn at the University of Michigan.

Contact local union officers. Find their address in the phone book.

rehabilitation -community coordination

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Rehabilitation has come a long way since the days when hearing counselors, encountering an occasional deaf client, would talk to the client's family and decide what they could do with him while he sat dumbly on the sidelines with little or no voice in the decisions which were to effect his life. This was so because deaf people with average intelligence preferred to make their own way rather than let a hearing person, who often knew next to nothing about the handicap, make omniscient decisions; while the multiply disabled deaf, who were not so common in decades past, were considered incapable of taking part in such deliberations.

There is a growing awareness among rehabilitation officials of the importance of having people on their staff who really can communicate with deaf clients. There also is a growing awareness of the proportions of the communications barrier. Finger spelling, alone, is not sufficient for communication with low verbal deaf people, many of whom can't read—or spell, for the matter. The answer lies in the growing corps of professionals—both deaf and hearing—who can communicate with deaf clients at the clients' level, and administrators who are trying to interest more such people in careers in rehabilitation.

HOW TO MAKE EFFECTIVE USE OF VOCATIONAL REHABILITATION

A Definition Of Rehabilitation / *Many Facets*

Vocational Rehabilitation has many facets. Basically, it is an attempt to prepare a handicapped person for employment; but physical, mental, educational, social and family problems complicate the process in an infinite variety of ways. The process may involve medical, psychological and social workers as well as the rehabilitation counselor, training facilities and employment offices. So, while rules and regulations can be written, successful rehabilitation follows the client more than the book. Obviously, when there is a severe communication problem, unless the counselor can understand his deaf client, he cannot adequately gauge the scope of his handicap or appreciate his potentials; and the entire expensive, time-consuming process can end in failure.

What Can Be Done / *Vocational Services*

A vocational rehabilitation plan almost always involves a comprehensive medical examination:

1. To determine the condition of the client's health.
2. To determine medical eligibility.
3. To determine if special medical examinations and treatment may be needed to restore a person to good health.
   a. Otological.
   b. Audiological.
   c. Cardiac.
   d. Dental.
   e. Opthalmological.
   f. Psychiatric.
   g. Orthopedic.

Almost any type of special examinations or services to help reduce the degree of the disabling impairment or determine the exact nature of the disability can be arranged.

Physical Restoration

Physical restoration services, as long as such services serve the purpose of making the disabled employable, also can be provided. They include:

1. Medical care.

2. Hospitalization, surgery.
3. Psychiatric services (out-patients.
4. Prosthesis, including hearing aids and other appliances.
5. Auditory training.
6. Speech therapy.
7. Dental work.

Appliances can be supplied to make a person employable. This includes hearing aids (and in some cases, maintenance of hearing aids), eyeglasses, artificial arms, leg braces and wheelchairs. *It is far cheaper to pay the costs of such services and help a disabled person return to society as self-supporting, tax-paying citizen than to leave him a ward of the state.*

Where Empathy Counts / *Personal Services*

Physical restoration, important as it is, is only part of the rehabilitation process. Rehabilitation also may include:

1. Psychological testing to determine a person's aptitudes and interests.
2. Vocational counseling as a preliminary to vocational training, college training, tuition, books, maintenance and on-the-job training.
3. Selective placement in a situation commensurate with client's disability and interests.

In some cases, especially with severely disabled clients, additional services may include:

1. Vocational evaluation to determine:
   a. Work interests.
   b. Adjustment and adaptability.
   c. Performance and tolerance.

Vocational plans and services are highly individualized. Two disabled deaf clients with identical hearing losses, intelligence and physical assets may still require entirely different plans.

Personal and work adjustment services are designed to help clients:

1. Develop good work habits.
2. Develop good attitude toward work.
3. Learn job responsibilities.
4. Learn to work with others.
5. Learn to fill job applications, purpose of Social Security, income taxes, fringe benefits.
6. Activities in daily living.
   a. Good social skills.
   b. Utilization of transportation.
   c. How to tell time, make change, manage money, etc.

Paper Work Takes Time / *Case Processing*

Few people realize the mechanics and tremendous amount of work involved in processing a case so that a client can receive services. Before a client can be accepted for vocational rehabilitation services, it is necessary to prepare a case history and vocational plan. This will include (at the minimum):

1. Basic data:
   a. Name and address of client.
   b. Age, birth date, place of birth.
   c. Family, including siblings and mother's maiden name (a perennial problem with low-verbal deaf clients who come in on their own).
   d. Parents' employment, income, resources and obligations.
   e. Social Security number. If client is over 18, even if he says he has never worked before, this will have to be cleared with a regional office to make sure he has never had a number. This can take up to three weeks.
2. Medical history. Medical examinations.
3. Educational history to determine client's level of education.
4. Social history—to give the rehabilitation division some information which identifies person as an individual.
5. Securing information from other agencies with whom client may have been in contact.
6. Rehabilitation plan and justification of services.
7. Placement.

Case Histories Are Confidential

There appears to be undue concern on the part of deaf clients that case histories may become public information. Actually, all counselors adhere strictly to a code of ethics which stresses confidentiality in the rehabilitation process.

Time Required

Another concern is that the rehabilitation process seems to require an inordinate amount of time and that the deaf client is not able to sustain himself while he is going through the process. (This is one reason for the lengthy recital of minimum requirements in processing a case.) In some cases, subsistence allowances can be arranged.

Consideration of Client's Interests

A third concern, as expressed by deaf persons, is that a deaf client's job placement does not always coincide with his job

interests, skills and desires. This does occasionally happen as the interest tests and aptitude test are not 100 per cent infallible. They are used merely as guide in the development of a client's rehabilitation plan. It is up to the client to participate actively with his counselor in the development of his own rehabilitation plan; and this, of course, depends on adequate two-way communication.

What Can Deaf Leaders Do To Help? / *Improving Services*

In areas where vocational rehabilitation services for the deaf may not be up to par, deaf leaders can assist in upgrading services by:

1. Calling attention to expanded and improved vocational rehabilitation services available to the deaf in other areas and the dramatic increase in the number of deaf clients seeking such services after the improvements were effected.
2. Recommending expansion of services, including appointment of a state coordinator or director of services to the adult deaf—on a level with the position of the director of services for the blind.
3. Urging the recruitment of persons skilled in communication with the deaf for rehabilitation careers.
4. Pushing programs to train more qualified people for work with the deaf.
5. Political activity to get the necessary funds.

Organized Efforts

One of the most effective ways to expand or develop service programs for the deaf is for the deaf community to organize itself and make its needs known. There are many excellent examples of special community service programs all over the country that were initiated through the efforts of an organized group of deaf persons working closely with a group of interested agencies and community representatives.

Determine Goals! / *What Do You Want?*

It is one thing to ask for improved rehabilitation services for the deaf and another to spell out the exact improvements desired and to justify the expense and effort. This is a function of deaf leadership.

Leadership, organizational procedures and committee work

come in for extensive discussion in other sections of this manual and need not be repeated here; but to focus on one special area—rehabilitation—deaf leaders must know what they are talking about. In such an important area, where large sums of money may be involved (not to mention the work), guesswork is not acceptable. Therefore, the first order of business is to bridge the communications gap among deaf people themselves. *One way is to set up a local workshop for deaf leaders.*

Planning A Local Workshop For Deaf Leaders

Such a workshop need not be elaborate or expensive, but it can be very important. The State Association for the Deaf is the logical sponsor. The Division of Vocational Rehabilitation may be able to help. Either may be able to pick up the bill for a simple luncheon, and such a luncheon will not only promote good will, interest and interaction, but usually makes possible the use of a meeting room.

1. *Involve "grassroots" deaf leaders,* no matter what their educational level. Involve different levels of the deaf power structure. One or two hearing speakers may be worked into the program, but such a workshop is primarily to give local deaf leaders a chance to be heard.
2. Keep the groups small and *ask them to consider specific rehabilitation topics,* such as:
    a. Extent of present rehabilitation services for the deaf and the number of deaf clients who seek them. This will involve a statement from a representative from the Division of Vocational Rehabilitation and a discussion and consensus on the number of deaf people in the state and community.
    b. Available community resources that may be used to supplement state-supported rehabilitation, the number of deaf people currently utilizing such services, and whether the services are doing the job as far as deaf clients are concerned.
    c. The effect of social problems on the rehabilitation program when severe communicative problems exist.
3. *Make the leaders listen.* Ask them *not* to dominate discussions. The purpose of such a workshop is to find out what and where the problems are; not to tell people what's wrong with them. (See Personal Awareness.)

From such a workshop, deaf leaders can approach the hearing community organizations with facts, specific needs and considered suggestions. Other sections in this manual tell how to approach hearing community organizations, where to find them, who to ask for, how to present formal requests and how to develop visibility.

Work With Hearing People / *A Community Effort*

Services to deaf people are not just an agency responsibility, but a community responsibility.

In every community, there are people, many in key positions, lay people and professionals who are interested in deaf people. Many want to help but don't know how. Their ideas are not shared.

1. Deaf leaders may know some of these people (clergy, teachers, lawyers, social workers, rehabilitation counselors, other agency people).

There are hearing people in every community who are interested in the deaf:

   a. Make contact; utilize them.
   b. Get a small group of these individuals communicating with each other and with you by inviting them to your organizational meetings; share your ideas.

2. Re-evaluate your position; your needs.
3. Appoint a good chairman; plan a course of action.

Community Organization Meetings / *The Meeting*

Deaf leaders, themselves, will have to initiate a meeting with hearing community leaders. It generally is advisable to start at the top. The state association of the deaf is the logical sponsor of such a meeting and should send out invitations; and, with the help of local leaders and organizations, invite hearing leaders personally, arrange a meeting place, line up interpreters—in short—*organize.*

Invite directors of community agencies, United Funds, Division of Vocational Rehabilitation district and regional supervisors. Request they bring consultants from state office.

In the invitational letter, *state the purpose* of the meeting; include the roster of people who have been invited.

Don't stack the meeting with too many deaf people. Three or four should be enough.

The deaf should have an opportunity to tell their story, discuss their needs, talk about their own experiences, their frustrations.

It is a good idea to *request the representative agencies to discuss how they currently are serving the deaf.* This is important: Deaf persons often have erroneous impressions about the functions and services offered by the various community agencies, and fail to recognize their own possible roles in the development of special services for the deaf.

Guide the group to undertake community action to see that the needs of the deaf are met.

In undertaking community action to improve rehabilitation services for the deaf, *be prepared for frustrations.* Things will not happen overnight; they may require months or even years.

"But—remember, achieving a goal is never final and failure to do so is never fatal."—Robert O. Lankenau.

legislative techniques

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Many good bills are introduced at every session of every state legislature and never come to vote; many good and constructive groups go to their legislatures and fail simply because they don't know how to get the job done. Yet, 95 per cent of our legislators are good, honest people, sincerely interested in good legislation and their constituents' welfare. Unfortunately, the press isn't always interested in the hard, constructive work done behind the scenes: The newspapers want human interest, and a picture or story of legislators just studying or talking about a bill wouldn't be interesting; while rhetoric on the floor, the activities of high-pressure, special interest lobbies or a picture of a senator with his feet on his desk, one eye closed and the other on a passing miniskirt, get in the paper.

As a result, the public, both hearing and deaf, tends to get a distorted picture of the legislative process and blames indifference or politics for failure to win consideration of a pet bill or project. Actually, the difference between success and failure often depends not so much on the merits of a particular piece of legislation as on legislative techniques.

LEGISLATIVE TECHNIQUES

Behind The Scenes Action / *Major Objectives*

There are two major objectives in this section.

1. To create awareness of the behind the scenes action that takes place at national and regional levels.
2. To create awareness of the behind the scenes efforts which take place within a state to influence legislators and help advance programs in the interest of the deaf.

Like an iceberg, the action that takes place on the floor in the legislative chambers represents only a small part of the whole. Almost every important bill or piece of business that successfully passes all legislative hurdles to become a law or a mandate for action represents months and even years of hard work by national, regional and state committees.

While it is possible to initiate talks with legislators and get them to introduce a bill after a session convenes, i no genuine emergency can be proven, or if money is involve ., its chance of passage will be remote.

Where The Action Is / *The Importance of Committees*

Committees are responsible for masterminding 90 per cent of the legislation that is enacted into law in the 50 states. The most important national and regional committees are:

1. The National Governors' Conference, which represents all 50 state governors.
2. The National Legislative Conference, which represents all 50 state legislatures.
3. The National Association of Lieutenant Governors.
4. Several other conferences of state officials that band together to promote legislative programs of one kind or another.

Most important of all these councils to the deaf community are the Governors' Conference and the National Legislators' Conference. Almost every action that takes place when these conferences meet revolves around some form of legislation.

Legislatures do not work independently:

1. The 50 state legislatures relate to the Congress of the United States and the president and his cabinet in putting the full force of government to the same common end rather than working as distinct and separate groups.

2. Joint state-federal funding of projects and programs is the rule rather than the exception.
3. The governor's office works closely with the legislature in presenting legislative programs in the interest of the population they both serve.
4. The governors can relate together as a unified association, coordinating legislative programs to the mutual and reciprocal advantage of the several states.
5. Legislators can exchange legislative programs where the strength of one state can be shared with another and weakness overcome.

Each of the conferences mentioned divides itself into four regions of the United States: Western, Southern, North Central and Eastern. Each of these divisions in the United States concerns itself almost exclusively with legislative processes.

Eight Functional Committees / *Conference Subdivisions*

Each of the conferences at the national and regional scene has eight functional committees dealing with different kinds of legislative programs. Of these committees, the most important to the deaf community is the Human Resources Committee. This committee is so organized to look at people programs and present solutions to their problems.

But for all practical purposes, it can be said that in only one instance has any program dealing with the deaf been brought to the attention of these agencies. That was when the University of Arizona was asked to present its program relating to the deaf.

Since 90 per cent of the legislation in any state legislature comes from the recommendations of the first three organizations (or auxiliary organizations working in the same direction and feeding information to the key groups), the challenge to deaf leaders is: first, to become acquainted with the legislative process; and second, to become known to and acquainted with the work and people of these key conferences and committees.

How To Gain Representation / *Interaction Necessary*

The deaf community can make its problems and needs know by:
1. Identification with the secretary of staff of the Council of State Governments at the national and regional offices to become scheduled participants in their upcoming conferences

where the problems of the deaf can be delineated and legislative proposals presented for their solution. The presence of a few selected deaf leaders and interpreters at these conferences will make the handicap visible, and their participation, in a subdued, low-key manner, will graphically bring the significance of a severe hearing loss to the attention of people in a position to help. (Ask your senator or representative for a directory of State Legislative Councils. This is a really valuable thing—complete names, addresses, etc.)

2. Utilizing the strength of the United States Chamber of Commerce, local Chambers of Commerce, League of Women Voters, Community Services Councils, PTA groups, National Urban League, educational committees and other groups with experience in legislative techniques. The deaf will have to take the initiative in fostering this community interaction, but this interaction will acquaint still more people with the true nature of the handicap.
3. Cooperating with professional people working in the interest of legislative programs for the handicapped.

All the national organizations, such as the National Association of the Deaf, Chambers of Commerce, National PTA, etc., have state chapters through which their programs are presented to local people.

Still Most Important / *Personal Contact*

In spite of the importance of committees (and it should be remembered that committees are not impersonal machines, but people), laws and programs are finally decided by the vote of legislators—and one vote can decide the fate of any legislation. Lawmakers are human: They appreciate your interest and confidence and, above all, consideration for their own problems. Nothing can take the place of personal contact, but this contact must come at the right time and in the right place. These people want and respect honest advice; they are just as quick to resent pressure tactics and they have no time for fanatics and do-gooders.

How To Win Friends and Influence Legislatures / *Practical Advice*

1. *Be a registered voter.* Vote. Find out where you are to vote early. Call the newspaper or county clerk.
2. *Be active politically.*

3. *Be acquainted personally.* There is nothing better than personal contact. Make these contacts early. November is much better than waiting until the legislature is in session. This may be difficult, but it is important. You should be in a position to have someone in your respective communities who can work with the members of the legislature. Make sure you have someone who understands your problems and proposal and who is a personal friend of that legislator, because it is difficult to say no to a personal friend.
4. *Know the key people and committees.* When you have a bill, make sure you get a legislator to introduce the bill who is likely to be on a committee where that bill will go. When you have a member of the committee introducing a bill, the committee is more likely to turn out the bill. Of course, there is nothing better than to get the chairman interested in your bill. For every bill that is defeated when it comes to vote, dozens die in committee.
5. *It is not always necessary, or even advisable, to have a bill.* For example, services for the adult deaf in Utah were initiated with the help of knowledgeable people from the influential Community Services Council who, after an extensive 2½-year study, persuaded the legislature to fund such services through an appropriation to the Division of Vocational Rehabilitation, with a provision that part of the funds could be used for straight social services.
6. *Have your proposals ready long before the session begins.*
7. *Have resolutions adopted by other organizations.* Also petitions.
8. *Write letters.*

Letter Writing / *Good And Bad*

DO:

- Write your own letters! Make them personal.
- Keep them short and to the point! How you feel about some law or legislation; what you want, and why. *Say it all on one page.*
- Address them properly; Find out the correct address from your local newspaper, library, Chamber of Commerce, Democratic or Republican headquarters (address will be in the phone book).

  Example: Senator Ernest Dean
  Senate Offices
  State Capitol Building
  Salt Lake City, Utah 84114

DON'T:

- Ramble on and on for pages and pages. Legislators do not have time to read or answer such letters.
- Worry about your language. Legislators want to know what you are interested in, not how you say it. You can butcher the grammer and still be sincere . . . and impress legislators.
- Expect an answer. State legislators have to answer their own mail and often are too busy.

ABOVE ALL!—DON'T

Write, sign or send form letters; legislators hate them, hate pressure, won't respond.

How To Push Legislation / *Follow Up*

1. *Know the rules of your legislature.* Duration in days. Deadlines for introduction of bills, committee action, etc.
2. *Get capable people to watchdog the bill;* but don't antagonize legislators by pestering them needlessly.
3. Get your bill introduced as early as possible.
4. *Get endorsement and help* from groups like the Chamber of Commerce and the Bar Association to watchdog for you, too.
5. *Use your legislators—all of them.* Get the names and addresses of legislators in outlying districts and line up deaf people who live near them to present your message *before* they leave home for the session. Their votes can be critical.
6. *Don't forget to express prompt, sincere thanks for* a job well done. Let the legislators know you will help them two or four years hence.

Who Won? / *Know Your Legislators*

Often people will vote a straight party ticket or remember only one or two special candidates. The time after elections and before a legislative session convenes often is crucial to the success or failure of a particular piece of legislation; but in that interval many people can't even name their representatives in the state capitol. The same situation holds true for county and municipal offices.

Read and Save Newspapers

Newspapers for the first Wednesday in November should be collectors' items—at least for anyone interested in good govern-

ment. Sometimes newspapers will carry brief biographies of candidates before the elections. These papers should be saved, too. *Remember, nothing equals personal contact—and the earlier the better.*

Names and Addresses

Lists of state, county and municipal officers can be obtained from party headquarters (check your phone book), chambers of commerce, newspapers and county clerks. State Capitol clerks (House and Senate) also can provide information *Often a directory is available for the asking.*

The Challenge / *And The Promise*

The 90 per cent figure quoted is only relative and varies from legislature to legislature and year to year. The main point in calling attention to this statistic and to the chain of action is to emphasize the importance of legislative techniques and individual attention if the deaf are to develop legislative programs that are to the advantage of the deaf community.

Although the process sounds complicated, it is taken step by step; and if the deaf have a good proposal, there will be people willing to help them along the way. Legislative techniques are a part of community interaction, and any kind of constructive community action is good for the deaf because it leads to better understanding of the handicap; and this understanding often can do as much to help the deaf as special interest legislation.

adult education

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Adult education means many things to many people. On one hand, it can connote visions of trade and technical schools, colleges and graduate studies; and, on the other, classes in basic language, sign language, citizenship and money management. It can be recreational or serious. It can involve an elaborate campus or the use of a store-front, a room in a deaf club, private home, church, YMCA or local school.

The point is, adult education is for everybody—deaf and hear-alike. But where hearing people have long enjoyed the benefits of well-coordinated, expansive programs, the deaf, who need adult education as much or more than any other minority group, are just beginning to get their foot in the door.

More and better deaf leadership at the local level is needed if this door to community interaction between the deaf and hearing population is to open wide so that sharing, in more equitable degree, in tax-supported programs may take place.

ADULT EDUCATION

The Educational Lag / *Cause And Effect*

Although deaf persons can be expected to fall within the normal range of intelligence, national studies reveal that deaf persons as a group are seriously handicapped educationally. The average deaf school leaver reads at no better than the fourth grade level and his achievements in other educational areas are little better. This is so, not because the deaf do not have equal capacity to learn, but because the language handicap the disability imposes retards their education. Children with normal hearing enter school with oral vocabularies of several thousand words which they use as stepping stones to reading, which, through normal association easily introduces them to thousands of additional words. Their teachers can forget teaching language and deal with the subject. Deaf children, on the other hand, often enter school with only a dozen words to call their own. Every step in their education depends on the acquisition of the necessary language, and this language doesn't come to them effortlessly as it does to those with normal hearing.

It is no wonder, then, that the deaf lag behind their hearing peers; the wonder is that they are not farther behind; the challenge is to help them catch up and develop their potentials. Since school days are necessarily limited, the answer is adult education.

Adult Education Is Available / *Getting Started*

Adult education for the deaf at the local level, definitely is available; but local deaf leaders will have to ask for it. Obstacles include:

1. Deaf people may not be aware that in almost every community in America the local school district offers evening or Saturday classes for persons who dropped out of school without completing their high school education or for persons who are just interested in "continuing" to learn.

   These classes are financed largely through local taxes. Deaf citizens are taxpayers and are therefore entitled to participate in these classes.
2. Adult education principals are usually very interested in extending adult education classes to serve minority community groups. However, they are generally not aware of the unique needs of deaf adults who want to continue their education. If

deaf persons don't ask for classes, adult education principals will not be aware that there is a need for special classes.

3. *Learning the procedures* under which new adult education classes can be started in your local adult education or community college center.
4. *Getting a sufficient number of deaf persons* to sign a petition or advance registration form to assure the adult education principal that there is a real interest in a special class for the deaf.
5. *Selling the program* to people in the deaf community in order to keep enrollment in the class above the required minimum.

Selling Adult Education for the Deaf

One of the best ways to initiate adult education for the deaf is to arrange an "open house," at some ongoing adult education program, where a few deaf leaders and interpreters will have a chance to see what is available to hearing people, and hearing educators will have a chance to sense the need and desire of the deaf for equal consideration. These deaf leaders and hearing authorities, in turn, will pass on the word. When educational authorities feel they are not being pressured to initiate a program, but helping to sell such a program to people who really need it, they are more likely to become interested and involved.

An Eye-Opening Experience / *A Pioneer Effort*

A graphic demonstration of the potential interest in adult education for the deaf took place several years ago in the Los Angeles area, when a pilot class was initiated with the expectation that about 30 people would show up. Eighty-five came, and the pilot program ended with 180 people on the rolls—some of whom made a 150-mile round trip to attend classes.

The Los Angeles program, which has now become an established part of the area's educational system, has demonstrated:

1. *The controversy over communication methods* loses its importance in adult education. Don't argue about it; use every available media for teaching.

   The goal is to educate the deaf.
2. In many cases, great benefits are realized from having *parents and students attend school together.* The parents attend manual communication classes, while their children take part in the adult education program.
3. The problem of *minimum class size* can be resolved. Regular adult education classes require about 15 to 20 students to

satisfy requirements; this would be impractical for the deaf, even if that many people signed up. The 1966 Basic Education Act provides for smaller classes for the deaf.

4. Where there are not enough deaf people to form a class, *they can be integrated into classes for hearing people* with the help of an interpreter. Such an approach can yield fringe benefits through promoting social interaction and understanding.
5. *If there is one deaf student in a class who is a client of the State Department of Vocational Rehabilitation* it is possible for this student to qualify for interpreting services for this class. With an interpreter in the class any number of additional deaf persons can be enrolled and all use the services of this one interpreter.
6. *Classes can be held in locations other than schools.* The first Los Angeles area classes were held in a church. Classes can be held in the deaf club, the YMCA or even in private homes.
7. Generally speaking, *it is not necessary to make the high school diploma the goal of adult education.* The rewards should be more immediate. For example classes in consumer education, law for the layman, insurance, current events, arts and crafts, etc. may have greater appeal than academic subjects.
8. *An "Advisory Committee"* which includes several representatives from the deaf community, a representative from the district adult education branch, and interested hearing citizens has proved to be indispensable in getting a program started.

Flexibility A Necessity / *Problems And Answers*

As with any other new educational program there are unique problems connected with starting adult education classes for the deaf. Creating interest in such a program is not difficult, but sustaining the interest, getting funds for interpreters and other special needs, training qualified teachers, and overcoming initial skepticism, and "bending" the rules to fit the special needs of of this program requires initiative, leadership, know-how and hard work. New programs will have to originate with local deaf leaders who are willing to work to achieve the necessary community support.

Recurring problems include:

1. *Lack of information.* Although adult education classes have operated in most of our communities for many years few deaf persons have ever visited or enrolled in these classes. Few

adult education principals have had contact with deaf persons and are unaware of the unique needs and problems of the adult deaf.

- *Answer*—Get deaf leaders interested and informed and put them to work selling the program. Set up meetings with educational authorities and come prepared with facts and figures gleaned from areas where such programs are in operation and from the printed material listed at the end of this section.

2. *Money*—Almost predictably, authorities will plead that all their funds have been committed.

   - *Answer*—Deaf persons are taxpayers and their taxes have been paying for community adult education programs and they are entitled to such services. While classes for deaf adults may be more expensive to operate because of smaller class size and/or interpreting services required, local school districts can support small classes if they wish to do so. To help pay "excess" costs, money from the 1966 Basic Education Act could be utilized. Many districts are not applying for these special funds, but they are available through each state and can be used to support special classes for the deaf. For additional information contact: Chief Adult Education Branch, U.S. Office of Education, Room 5076, Regional Office Bldg., # 3, Washington, D.C. 20202.

3. *Inertia*—Where do we begin? Who do we see first? Who will do the talking? Will the deaf go for it? Maybe we should wait a while.

   - *Answer*—Have your deaf leaders start at the top. Arrange an appointment with the school district director in charge of adult education. Come prepared to tell him how many deaf persons reside in your community, their interest in adult education, and ask what procedures you should follow to get special classes for the deaf started in your community. Be ready to discuss provisions of the 1966 Basic Education Act, including how much money your state receives from this act—and to indicate that special classes for deaf persons qualify for these funds as persons with "reading, writing and language problems which precludes them from being able to get vocational training."

     Let him know you are asking only for equitable treatment, not for special consideration. After you have been given information about procedures to follow to get classes started—start working in the deaf community to get people to sign up for specific classes.

4. *Qualified Teachers*—In most states some type of certification

is required for persons teaching adult education classes. This requirement may prevent otherwise qualified deaf persons from teaching these classes.

- *Answer*—Requirements for adult education teaching are not as strict as for teaching regular public school classes. In some cases experience in a particular trade (such as drafting) may be substituted for the usual formal courses. Some states offer temporary certification which is good for a limited period and which can be renewed upon completion of certain college courses.

In the Los Angeles area the Associate Superintendent in Charge of Adult Education was involved in the planning of adult education classes and when deaf teachers were recommended for employment he authorized the waiver of the normal hearing requirements required for the temporary credential.

To qualify for permanent adult education credentials the San Fernando Valley State College offered special summer school courses required for certification. Interpreters were provided and deaf teachers were able to complete requirements for permanent certification.

5. *Sustaining interest*—It has been noted that after the novelty wans, interest and attendance drop
   - *Answer*—Give the deaf a good product that satisfies a specific need. Overcome boredom with good, dynamic teachers and a varied curriculum. Try offering shorter class periods making it possible for a person to attend two classes each night. Selling adult education to the deaf has been likened to selling green olives to someone who has never tasted one—it takes time to develop a taste for continuing education. Adult education sometimes fails because of non-fluent teachers, teachers who treat adults like children, deaf people who haven't enjoyed educational experiences in their younger days, and classes set up without determining what the adult deaf really want.

Education Has Many Facets / *Be Innovative*

Adult education for the deaf need not be tied to schools and traditional subjects. Some worthwhile observations advanced at the workshop included:

- Why not teach sign language in adult education classes for the deaf to develop effective and satisfying communicative skills among the deaf, themselves?
- Several colleges now offer students of deaf parents part time work as interpreters for deaf students.

- "Programmed" learning and texts may have something for the adult deaf.
- The deaf feel interpreting services are *educational*.
- Adult education for the deaf could include telephone communications classes, operation and maintenance of teletype equipment.

Many large companies offer financial incentives to encourage employees to continue their education. They will pay tuition, books, etc. for those who want to get ahead. Often they offer higher pay for those who complete certain courses or who qualify for college degrees. Are deaf employees taking advantage of these financial incentives? The Textronix company in Beaverton, Oregon has an excellent educational program set up for its deaf employees.

Mediocrity Is Passee / *Changing Times*

In the past too many deaf people have not been aware of the educational opportunities in their own communities that could be opened to them. Without continuing education their positions in industry are limited and changing technology could wipe out their jobs tomorrow.

As more deaf persons take advantage of educational opportunities opening to them a "new breed" of deaf leaders are coming to the front. These qualified people are moving into supervisory, administrative, and technical jobs in areas hitherto considered beyond their capacities. They are joining service clubs, and accepting responsibilities in community organizations. Their example is inspiring still other leaders at the "grassroots" level. These local leaders are becoming increasingly aware that adult education can no longer be regarded as a "frill", but a necessity if the rank and file of deaf people are to hold and improve their employment positions in the larger community.

For further information, write to

U.S. Office of Education
Bureau of Adult, Vocational and Library Programs
Division of Adult Education Programs
Washington, D.C. 20202

Leadership Training Program in the Area of the Deaf
San Fernando Valley State College
1811 Nordhoff Street
Northridge, California 91324

interpreting-key to interaction

A TWO-WAY STREET

There can be no real integration, no real community interaction, without a real exchange of ideas.

It is not necessary to dwell on the communications problem here, deaf people face it every day; what is needed is a more positive look at interpreting, not as just a measure to help deaf people in time of need, but as an instrument to community interaction.

Interpreters can make the handicap visible and meaningful by enabling the deaf to take an active role in community agencies and projects and in circles where they are not usually seen. Through skilled interpreters, the deaf can work with hearing leaders to mutual goals, and in the process dispel some of the ignorance and fantasy that often has been a more serious handicap than the physical loss, itself.

The Registry Of Interpreters For The Deaf And State Programs

By Albert T. Pimentel

Executive Director, Registry of Interpreters for the Deaf
(A Plenary Session Address)

The Concept And The People / *What Is The RID?*

The Registry of Interpreters for the Deaf was established as an organization in 1964 as a result of a need to improve and expand interpreting services in the United States. This need for better and more interpreters reflects the many new activities in behalf of deaf people in the last fifteen years. Current officers of the RID are President Ralph Neesam, Berkeley, California; Vice President Mrs. Alan Johnson, Seattle, Washington; and Secretary-Treasurer Mrs. Fannie H. Lang, Ambler, Pennsylvania. Board members are Kenneth F. Huff of Delavan, Wisconsin, and Thomas J. Dillon of Santa Fe, New Mexico. Present operations are funded through a research and demonstration grant from the Social and Rehabilitative Services of the Department of Health, Education and Welfare.

Major grant objectives include the education of the public on the need for interpreter utilization, the recruitment of interpreters, the development of a training curriculum for interpreters and the certification of interpreters. To accomplish these objectives, the RID has two broad avenues of activity. First, it is working with New York University in developing a curriculum. After this is completed, it is planned to establish a comprehensive training program in at least one college. Also it is hoped to make available specific interpreter training courses at other colleges and universities. The second area of activity involves assistance to each state in improving and expanding existing interpreter services.

Improvement Of Services / *A Conference Goal*

One purpose of this conference, with its focus on state leadership, is to discuss the improvement of state interpreting services. The RID has been going about this objective by encouraging states to establish RID chapters. Chapters of the national Registry serve as a means of improving services along professional lines. By establishing a chapter a state obtains a vehicle for bringing interpreters together for discussion of their professional

needs, instituting in-service training programs, recruiting new members, evaluating the knowledge and skills available among its membership and providing a means for dealing with agencies and individuals who utilize or should be utilizing interpreter services. Further, a chapter enables a state to more readily evaluate its interpreter resources when adult education, community services and other needy projects are contemplated.

A Cooperative Project / *Setting Up Chapters*

1. Involve deaf people. Invite key community leaders of different strata.
2. Involve interpreters. Invite as many as are known.
3. Deaf leaders must take initiative in this and not wait for hearing people to act. Set a time and place for a meeting, be specific on what will be discussed:
   a. Possible organization of an RID chapter.
   b. Selection of organizing committee, assignment of responsibilities, bylaws, etc.
   c. Set a date for another meeting (soon) with committee reports due.
   d. Send invitations; follow with phone calls to pin 'em down.

To set up a chapter the president of a state association of the deaf should select a committee for the purpose. This committee should include both deaf people and interpreters. The committee should prepare preliminary bylaws to meet the needs of its state. After the committee has accomplished its groundwork, a convenient date should be selected for a state-wide meeting, with invitations going out to all known interpreters and key deaf leaders. The preliminary bylaws and a committee letter, clearly spelling out the purpose of the meeting, should be sent along with the invitation. Representation from throughout the state is essential, making it advisable to include a return postcard in order to enable the committee to follow up when necessary to assure good attendance.

At the state-wide meeting it is important to involve participants in developing a chapter. At this meeting committees should be formed to recruit potential members, develop initial means of classifying members, and for arranging future programs that will begin to provide the type of professional information needed by interpreters. The national office has copies of various chapter bylaws and other guides that are available to committees working on the establishment of state chapters. The grant also includes limited travel funds to permit some direct visits to states in order to assist with the activities described above.

It has been standard operating procedure to ask the state associations of the deaf to assist with chapter organizational plans. This is done for several reasons. The State Associations of the Deaf should be interested in this vital service area, deaf people should shoulder some of the responsibilities and perform some of the work involved in improving services which are for their benefit, and there should be involvement of deaf people in some formal way as members of the chapter in order to utilize their skills and talents in the interpreter evaluation processes. Committees selected by the State Association of the Deaf to study interpreter needs should definitely include both interpreters and deaf individuals.

While it certainly would be desirable and money well-utilized, the RID grant does not include funds for organizational support at the state level. The experience of some twenty odd chapters already in operation, or in the organizational stages, indicates that this need not be an elaborate or an expensive task. Through the operations and officials of state associations of the deaf it also is possible to begin organizational effort on local levels, later designating representatives for a state meeting in order to develop a state chapter plan. In a few states, the concept has evolved of districts within a state chapter.

Fees—Who Pays And How Much? / *A Perennial Question*

The matter of fees which interpreters should charge are of interest to everyone. Unfortunately, different states have varying economic standards resulting in varying concepts of salaries for professional personnel. It thus is not realistic to have a rigid national fee schedule for interpreters. One recommendation is to consider a professional fee based on what your community or state pays a teacher of home-bound children. The frequent travel, expenses and the one-to-one basis on which a teacher of home-bound children operates is somewhat similar to the professional conditions faced by interpreters for deaf people. The professional knowledge and skills involved in a dealing with many different types of home-bound children also is indicative of the versatility in skills needed by an interpreter for deaf individuals.

After a chapter establishes a fee schedule based on the prevailing salaries of other professional people in the area, then a concerned effort should begin to educate public and private agencies on utilizing interpreters. A small additional annual sum in the budgets of public agencies, set aside for paying interpreters, could result in greatly improved services to deaf people. Too many deaf citizens do not now utilize the public services they

need, and which their tax dollars help to support, because of the unusual barriers to communication.

In many instances, individual deaf people may be unable to pay for the services of interpreters. As a worthy humanitarian cause where public funds are not available, it would be exceedingly helpful if the State Association of the Deaf would consider a contribution of a hundred or a few hundred dollars each year to their state RID chapter for the purpose of defraying the expenses of interpreters who give generously of their time and talents in work with indigent deaf people. Further, as emerging leaders, it is hoped that you will help in establishing in your communities the concept that interpreters should be paid for their services. Too many potentially capable professional interpreters have chosen not to utilize their skills because of endless demands on their time without adequate compensation. There is a need to better educate both deaf people and public agencies on this matter as our efforts to improve interpreting services continue.

Hopefully, this brief description of the RID and what it is trying to do on the state level has meaningfully touched on the function of state leadership. Clearly, there must be a joint effort by deaf leaders and interpreters if services are to be improved and expanded substantially. Progress has been made. Cooperation has been generously given in many instances. The RID looks forward to continued interest and involvement with grassroots deaf leaders in the months and years ahead.

Additional information and help can be secured by contacting:

Registry of Interpreters for the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910

personal awareness

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Instructor

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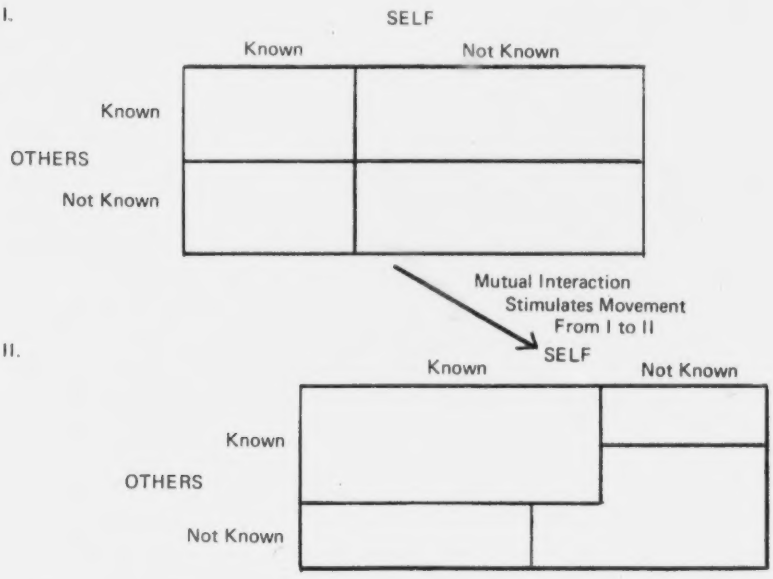
Personal awareness can be considered a function of two factors: First, our awareness of ourselves and second, our awareness of our impact on others. People have impact on other people; that is, what you do influences what others do; how you feel about what they do influences what you do to them in turn, and vice versa.

Personal awareness, as demonstrated at the Deaf Leadership Training for Community Interaction Workshop, is not the same as sensitivity training, but an attempt to influence grassroots deaf leaders to assume, as part of their role, the function of stimulating others to express their opinions and feelings so that they become, as much as anything else, careful listeners and facilitators of group movements toward common goals.

PERSONAL AWARENESS

There are various approaches to leadership. One involves leaders telling others what to do; that is, the leader has the prime responsibility of telling people what to do. This method works well in many structured types of organizations, such as the military and some businesses; however, some of the problems encountered by volunteer groups and groups of lay people who are interested in pursuing common ends are not amenable to this approach because the individual participant's needs are not met. Another type of leadership stimulates interaction from many members of a group: the leader attempts to get members of the group to express their opinions and feelings, and he becomes, in effect, a facilitator through which the group moves toward common goals.

Understanding Through Interaction / *Johari Window*



The Johari Window is a training device primarily used in workshops of the T-group type. It was developed by two Californians, Dr. Joe Luft and Dr. Harrison Ingham. The first sketch shows the window as it might be viewed in groups of persons who have not had a long period of intimate contact. As people have more and more contact with one another and find out more about themselves and others, the pictorial representation changes toward

that of II, wherein that which is known by the person himself and others about him becomes larger and the unknown spaces become smaller.

This movement toward common goals requires that leaders have:

- An awareness of self.
- An awareness of their impact on others.
- An awareness of the impact others have on them.

This personal awareness sometimes can be gained through a special type of colloquy—difficult to initiate and not often engaged in. The participants in the Deaf Leadership Training for Community Interaction Workshop had an opportunity to engage in such a conversation.

Some reactions the groups were asked to look for as they talked included:

1. Am I trying to make this person do something?
2. Are they trying to get me to do something?
3. Do they make me feel sad, glad, mad, angry, anxious, frustrated?
4. Am I sad, glad, frustrated, anxious, etc.?
5. What personal characteristic is most noticeable about me?
6. What is that person's major strength?
7. What is my major strength?

Personal awareness, unlike most of the topics discussed at the workshop, does not lend itself to an orderly outline of problems and suggested action; and participant reaction is difficult to put into words. Nevertheless, certain themes ran through all seven sessions.

- When we think about ourselves—negative or positive—do we consider ourselves more positively or negatively?
- Sometimes we feel frustrated because we are confused.
- Personal exploration is the task at such sessions; but while we may give and accept criticism with a smile at a workshop, it would not be acceptable on the street.
- Don't be ashamed to ask for professional help. These people are in business to satisfy that need.
- The groups realized that the sessions were an attempt to develop "thinking power." The instructor made the participants speak up and, in the process, think.
- When leaders move too fast to set a goal, without discussion with their group, they certainly will lose their leadership.
- Criticism can be helpful. But how it is given is just as important as the information or suggestion.
- The chicken and the egg question: Is awareness of self more important than awareness of others?

Some Interesting Highlights / *Side Bars*

Every group had some especially interesting and significant experiences. Two examples follow:

One group ganged up on an oralist, questioning his motives in refusing to use the language of signs and fingerspelling, then began to question their own motives: Were they criticizing him to inflate their own egos? Turning their attention to a loner, a participant who had sat mute through the session, they tried to get him to speak up. When all this attention only served to increase his tension and strengthen his reserve, the oralist came to his defense, unconsciously resorting to finger spelling to get his point across. Result—The members of the group began to laugh at themselves, empathy developed and personal awareness set in.

Another group tried to force the instructor to "put out"—to lead the group by telling them what he expected. When he refused to do so, frustration set in. Everybody was upset and angry; there was no cooperation from anyone.

This often is the trouble with deaf leaders in their community. When members try to force their leaders to do something and the leaders refuse to cooperate, the result is just as disastrous as too authoritative leadership. Frustration develops and impatience, restlessness and resentment come in. The instructor felt this particular group discussion was one of the most important in the two and a half days of the workshop.

Very Warm To Very Cold / *Participant Reaction*

Predictably, participant reaction to this workshop topic showed a greater range of feeling than for any other subject. Comments ranged from, "Like stepping into a new world" to "No specific goal in this group. We were getting nowhere." One participant answered the question: "What did you like *least* about this group?" with the comment, "Too much frustration. Instructor did not ask questions but made us aware of ourselves," which, by now, he must realize is the finest compliment he could have paid.

The instructor's own reaction to working with deaf groups with the help of an interpreter was encouraging:

"I was pleased with the response as I felt many of them eventually understood many of the points I was getting at. They are subtle, difficult and almost impossible to explain."

When planning the Salt Lake City workshop, it was obvious that it would be impossible to initiate a full-scale sensitivity training situation in the brief time the participants would be together. This situation will hold true for most local workshops for the deaf. However, the listening function and concern for all members of the group and their needs does not take the extensive training and time required for sensitivity training, and if we will listen to ourselves often, we can then hear what the other person is saying with greater clarity.

With this thought in mind, local deaf groups interested in personal awareness training can contact the National Institute for Applied Behavioral Science at 1201 16th Street N.W., Washington, D.C. 20036. This is an organization which provides information about training commonly referred to as NTL Training. They have lists of qualified professionals, and by writing to them, any organization of the deaf or interested individual can be put in touch with one of their trainers in a nearby area.

There are, also, other institutions and qualified psychologists who can provide similar experience on a group basis. If NTL is not the answer, deaf groups could contact the psychology department of the nearest university. These people will usually be interested, and such contacts often can lead to fruitful community interaction.

ethics of professional leadership

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Recorder

Before we can get into the meat of this section, it is helpful to consider the responsibilities of professional leadership.

This manual is aimed at developing leaders at the "grassroots" level; and while these people may not be professionals, they do share the same concerns, face the same problems, and will have to assume the same responsibilities.

With that in mind, let us see how some of the problems the professionals face in their daily contact with deaf adults—and how they resolve them—can be applied at the local level.

ETHICS OF PROFESSIONAL LEADERSHIP

To decide on a course of action involving counseling or assisting another individual, we should first of all have some sort of code to guide us—a code of ethics if you will. The purpose is to help leaders of the deaf have a better understanding of the role the professionals have to play—and why they do what they do—so that they may have a pattern to follow. If deaf leaders would model their ethical conduct after that of professionals, they would not be very far off base in handling the problems all leaders active in community affairs are expected to handle.

Personal Privacy / *The Basic Rationale*

One of the first and most important things to remember when working with others is the right of individuals to privacy. No professional would ever dream of offering assistance or providing counseling just because an individual is in obvious need of such. The world of the deaf is small indeed! It is something like a small rural community where everybody knows all about everybody else. At other professional agency offices, it is rare, indeed, when two individuals in the waiting room know each other—or even attended the same school; but in offices of professionals working with the deaf, it is rare when they don't.

Confidentiality

The main consideration of any agency is the confidentiality of information. Before any information can be passed on, the individuals involved should first give their consent. One obtains a release in order to do this. Without such a release you really should not say anything—not even that you were working with him.

A good policy to go by is to adopt a policy of nonintervention if both parties are deaf. If, as an example, there is a dispute between two deaf adults involving a "forgotten" loan of $200, leaders would have everything to lose and nothing to gain by stepping in, even if asked to do so. In the case of a professional, he would not be able to do so for the simple reason he may be asked to assist either or both individuals at a later date, and getting one or both upset over something they can handle themselves is of little value. Should such a dispute occur at the office of a professional, his only recourse would be to send each one to a lawyer and to provide an interpreter for both of them.

One Exception

The one exception would be in the case of marriage counseling. But one should be constantly aware of one's own limitations. Unless you have had the necessary education and training, it would be wiser and much safer to refer such to a more competent source rather than to undertake the task yourself—even if asked to do so. Untold harm can be done in just a few minutes of well-meant, but unqualified advice.

There Is A Difference / *Advice Or Counseling?*

It might be well at this point to consider counseling, per se. It is unfortunate that the sign for counseling is the same as the sign for advice, for the two are not synonymous. We can all give advice, but only a person with the necessary training can counsel. There is a very thin line separating giving advice and meddling—and it would be well for us to keep that in mind.

Provision of Interpreting Services

Providing for interpreter services is one thing all agencies do and something local leaders should be able to do. Local organizations could work together with other groups such as chapters of the Registry of Interpreters for the Deaf. They could have lists posted at all clubs, churches, and meeting places of members of the deaf community. Requests for interpreters should be considered as just that and nothing more. One should not volunteer to assist in solving the problem themselves or to do any more than was requested.

We should keep in mind that whatever we say may have an entirely different shade of meaning to those we are speaking to. When we are asked to provide assistance it would be wise to refrain from making any pledge or promise unless everything was under your control. You can promise you will write to another agency which may be able to help, but you cannot promise they will help as that is beyond your control.

Try To Evaluate People / *Encourage Initiative*

Try to evaluate people who come to you for assistance and encourage their own initiativeness and ability to do what they can for themselves. You are doing them a far greater service if you can help them find ways to help themselves than you do when you solve the problem for them.

Avoid Bringing the Agency to the Client

Professionals should avoid bringing their office with them wherever they go. There is a time and a place for everything. The bar at the local club for the deaf is not their office and while many small problems can be solved there, they should be handled at the office for the sake of individual privacy if nothing else. To facilitate this, the office could have hours arranged so people can come in after work or on Saturdays.

People who come to professionals should not be forced to come in just because it is the only game in town. Professionals should respect the right of the client to utilize other resources in the community. They should establish contacts with other community agencies and refer their clients to these agencies if the scope of the problem is beyond their ability to handle or if the client prefers the services of another agency.

Utilize Consultants

A little known facet of the counseling profession is that social workers, marriage counselors, psychologists and others frequently utilize the services of consultants where they review cases they have handled or are handling, without revealing the identities of those involved. This serves as a review for the professional—it brings in the viewpoint of an outsider who may provide a fresh insight to the problem or a better method for handling the case.

Many deaf people are so self-conscious about their language limitations, they will not go to a social worker, psychologist or other professional on their own, or even with an interpreter; yet they are anxious to air their problems and seek help from deaf leaders whom they respect and can talk with easily. As a result, deaf lay or "grassroots" leaders often are asked for advice. If the problem is serious, it leaves them in an uncomfortable position: They may not want to turn away a friend or acquaintance who obviously needs help; and at the same time, they are wary of saying the wrong thing or may not know what to say. In such a situation, the deaf leader could well adopt the procedure of professionals by seeking the services of a sympathetic and qualified consultant with whom he could sit down and discuss the problem —without disclosing identities.

Agencies May Be Limited

There are, unfortunately, limitations imposed on Community Service Agencies due to lack of adequate personnel, budgetary considerations, or other insurmountable reasons which require

drawing a line as to the type of service and number of services such an agency can provide. One way this can be overcome and the scope of available services expanded is by establishing a referral program with other community agencies in a more favorable position to provide the requested service. When this has to be done, it should be done tactfully and the reasons why fully explained.

Phone Calls

Clerical help at Community Service Agencies should be instructed not to ask the reason why the party calling for an appointment wishes to be served. Unlike other agencies serving the general public who can make phone calls in the privacy of their own home, clients coming to an agency serving the deaf frequently ask an acquaintance or a neighbor to make the call for them; and the nature of the problem may very well be something the client wouldn't want the person calling for him to know.

Establish The Professional's Role / *Maintaining An Image*

Professionals working with the deaf should, in a work situation, establish a professional role and maintain this role throughout the situation. If a professional is called in to assist another agency as an interpreter, then he should confine his services to interpreting and nothing more. As has been pointed out previously, the world of the deaf is a small one—and professionals working with the deaf should not mix their professional and personal identities. This can be rather awkward at times. For instance, a professional working with the general public can attend a dance or a party and relax, knowing that none of the people there are likely ever to come to his office seeking advice; but a professional working with the deaf is not so fortunate. The girl he is dancing with or the man seated at his side may very well be in his office next week or next month.

Moonlighting

Professionals should refrain from getting involved in conflict-of-interest situations. For example, a counselor who also "moonlights" as an insurance agent on the side may be doing himself more harm than good. Clients who come to his office are there for counseling, if that is his professional role; not to buy an insurance policy.

What Would You Do? / *Case Histories*

Five hypothetical cases were outlined for discussion at the workshop and participants were asked what they would do in the situation. Some interesting observations were developed:

1. Professionals should not restrict their activities to working with clients who have problems. It is just as important to work at preventing problems from developing as it is to provide a cure. If the Community Service Agency can, by taking a more active role in the community, organizing adult education classes, activities for senior citizens, or for young deaf people home from residential schools for the summer, prevent problems from arising, then the Community Service Agency should do so for they are the logical people to contact available community resources and get things started.

2. They must convince the deaf community that their confidences will be maintained even though the professional attends the same affairs they do and mixes with them as their peer. It is up to the professional to make this clear during the very first visit.

Keep Personal Bias Out

3. The counselor must keep his personal bias out of every situation and consider the problem from a professional point of view—not as a member of the deaf community himself.

4. The professional should keep his own ego out of the picture. Frequently, he will be tested as to his ability to do what is expected of him: to see if he does retain confidences; to see if he will refer clients to other agencies (which is a common practice in service agencies), and he should go along with his clients and "keep his cool."

5. There is a difference between Community Service Agencies and the office of a local department of the State Division of Vocational Rehabilitation. The professional should make this difference known.

6. There is a difference of opinion as to the amount of social mixing the professional should do—but there is agreement that the two roles should be kept separate.

7. Local leaders should work with the professional, and the professional should actively recruit this support. In turn, the professional should work with those leaders.

8. The professional should be completely aware of the local deaf community and its problems. He should not limit his concern to just the problems he can handle, but should be aware of all

of them, while still controlling personal bias as mentioned in item 3.

How To Go About Getting An Agency / *Getting Organized*

How does a local community go about getting a Community Service for the Deaf organized?

The first step is to get organized.

Call in heads or representatives of all organizations serving the deaf, including clubs for the deaf, churches and schools. Set up a sort of council of organizations and come to an agreement as to what is needed. The population base for such an agency should be at least 200-250 residents before even considering the problem. Establish a board of directors with influential people on it. Be sure the deaf themselves are adequately represented. Approach a source of financial assistance, such as a local organization with funds, national organizations, a local manufacturer who would provide the necessary money for two or three years' operation. Get the deaf population ready for an agency of this nature and enlist their help. Once you secure a commitment for financial assistance, your problems are halfway solved.

Secure the services of a competent individual to act as a director. Locate a suitable place and try to get the necessary office equipment donated from various service clubs in your area. Once you have done all this, you have an agency in operation.

Continuity

Now you must secure a means of continuing the agency as you would not be able to operate successfully on a fee basis. Approach the local United Fund or Speech and Hearing Center and try to work out an agreement for continued support. You could apply for a federal grant, provided you had the financial backing of a group, firm or organization that would put up 10 percent of the amount requested. Information on the proper steps can be had by writing to the Communications Disorders Branch of the Social and Rehabilitation Services, Department of Health, Education and Welfare, Washington, D.C. 20201.

But the very first step is to get organized. Get in touch with the directors of established agencies and ask for recommendations as to how to go about doing this. It is not all that hard, but it is time-consuming and it does require your getting organized.

Don't Fall Into Traps / *A Word Of Caution*

All that has been covered here applies to community leaders. What traps professionals will, also, trap community leaders. If activities or poor professional conduct such as repeating confidences, butting in with superior knowledge when you are not invited to do so, giving uncalled for advice, or forcing services on people without being asked is unethical for professionals and could cause their Community Service Agencies to fail, it would cause the local leaders to fail also were they to engage in the same malpractices.

community agency resources

ROBERT K. WARD
Instructor

JESS M. SMITH
Recorder

It has been said that everyone needs community services, and community agencies have been an established part of the American scene for many years; but even though the deaf have been giving their "fair share" to support these agencies, they have seldom received the kind and quality of services they need.

This is not because agency doors have been closed to the deaf, but because of the communications problem. Fortunately, more and more community agencies are becoming aware of the unique problems and needs of the deaf and are taking steps to make it possible for deaf clients to utilize their services more effectively. This has been especially apparent in areas where the deaf, themselves, have taken the first steps to initiate such community interaction, and have taken an active part in implementing special measures to achieve this end.

COMMUNITY AGENCY RESOURCES

Establishing Communication / *The Problem*

Community services are for everybody, and communication is the only real barrier to utilization of these resources by the deaf. Misunderstanding, impatience and implied prejudice may appear to be barriers but are, in truth, only facets of the communicative difficulties which affect both deaf persons and agency personnel in establishing rapport and/or empathy.

Communication never will be easy; but if deaf leaders at the local level will initiate conversations—orally, written or through interpreters—no matter how awkwardly at first, they will find community agency leaders more than willing to meet them halfway. This newfound rapport will make group dynamics and community interaction possible.

Where To Get Information

Information and help can be obtained from many sources:

1. Directories and other printed compilations.

   LOCAL

   a. United Fund brochures, Community Services Councils directories. (See your local phone book for addresses.)
   b. Newspaper articles and supplements.
   c. State associations of the deaf publications.

   NATIONAL

   a. *The Deaf American*, ($5 a year, write to 814 Thayer Ave., Silver Spring, Md. 20910.
   b. *Hearing and Speech News*, (Write to National Association of Hearing and Speech Agencies, 919 18th St., N.W., Washington, D.C. 20006.)
   c. *Government publications*, (Write to the Communications Disorders Branch of the Rehabilitation Services Administration, Department of Health, Education and Welfare, Washington, D.C. 20201.)
   d. *American Annals of the Deaf*, annual directory issues ($4, write to 5034 Wisconsin Ave., N.W., Washington, D.C. 20016.)

2. Chambers of Commerce.
3. Organizations of and for the deaf.
   a. National associations.
   b. State associations.
   c. Local associations and clubs.

d. Hearing and speech centers.
4. Government agencies (especially RSA offices).
5. Religious organizations.
6. Rehabilitation offices.
7. Schools for the deaf.
8. Public libraries, university libraries.

While the availability of community resources may vary in specific locations, it can be seen from the above that anyone who really wants information can find it. The list of community resources available to the deaf is even longer. To mention just a few:

Health—Public (usually free): Medicare, Social Security, free clinics and immunization services, testing services (tuberculosis, diabetes), and mental health services. Semi-public and private agencies (which may charge full or partial fees) include: the Easter Seal programs, Heart Association, Cancer Society, speech and hearing centers, and all the many specialized associations such as the Multiple Sclerosis Society.

Welfare—Public: Welfare departments, unemployment compensation, family counseling and children's services. Private: All the United Fund agencies, such as Travelers Aid and Family Service Societies.

Government agencies—Federal employment services, Social Security Administration and Vocational Rehabilitation.

Educational—Adult education, trade schools, arts and crafts classes.

Religious organizations—Catholic Charities, Jewish Charities, etc.

Recreational—Public: Departments of parks and playgrounds, recreation departments (organized athletics, camping programs), senior citizens programs. Private: Clubs and other organizations of the deaf, company-sponsored programs, YMCA, YWCA, CYO, church-sponsored activities.

Others—Foundations and philanthropies, service-club supported programs, Civil Liberties Union, Legal Aid Society and Better Business Bureaus.

The purpose of the foregoing lengthy—but still partial—recital is to emphasize the fact that there are community resources available to the deaf and that they are being utilized by the deaf.

Underuse Of Community Resources / *What's Wrong?*

Why, then, aren't more deaf people making effective use of available community resources? Is there indifference to the problem on the part of agency leaders or a touch of paranoia on the

part of deaf leaders?

Use or non-use of community resources depends on:

A. *Understanding the problem.*
1. Total problem. (What is the total problem?)
2. Own contributions to solution. (What can I do about it?)
3. Other peoples' contributions to solution. (What can others do?)
4. Special problems.

B. *Referral to appropriate agency.*
1. By whom? (Who should make this referral? The individual with the problem has some responsibility.)
2. Who decides on the "appropriate" agency?

C. *Barriers.*
1. Communication—ability to understand and be understood.
2. Lack of appreciation of each other's problems, or of an agency's problems.
3. Lack of confidence and impatience on both sides.
4. Lack of understanding of the handicap. (Or actual problem.)
5. Lack of persistence.
6. Lack of follow-up.

D. *Leadership.*
1. Absence.
2. Circular (like ants following each other around the rim of a glass.)
3. Authoritative.
   a. Paternalistic.
   b. Dictatorship.
   c. Possibility of vacuum if leader is no longer able to function.
4. Unobtrusive.
   "There is no limit to what a man can do if he doesn't care who gets the credit."
5. Cooperative.
   a. More talent available. Makes more use of available manpower.
   b. Less demand on individual's time if responsibilities are shared.
   c. Sharing of responsibilities.
   d. Group rather than individual success.

E. *Task functions.*
1. Individual action.
2. Giving information.
3. Giving opinions.
4. Seeking information.

5. Improving communication.

F. *Decisions.*

1. Definition of responsibilities of:
   a. Group.
   b. Governing body (board of directors.)
   c. Officers.
2. Time factors involved.
   a. Long range.
   c. Short range—emergency or on-the-spot.
3. Application to unique local situation.

Steps To Utilization / *Community Resources*

Once the many ramifications involved in providing community services are grasped and the problems involved in implementation of new or expanded services appreciated, orderly steps to effective utilization of available community resources by the deaf can be taken.

Steps in Utilization of Resources

1. Defining the problem.
2. Collecting information.
3. Studying the problem.
4. Developing the presentation.
5. Deciding the course of action.
6. Taking action.
7. Evaluating the results.
8. Regrouping or adjustments.
9. Continuing action.

SUMMARY

Effective utilization of community resources by the deaf calls for a comprehensive list of agencies in a given community—both public and private—along with descriptions of their functions. Most United Funds and Community Services Councils have such lists for the asking. Such information should be kept in a central and well-known location readily accessible when problems arise. Once an individual problem is apparent, referral should be to an appropriate agency.

The agency should be given all possible assistance with initial and progressive handling of the problem. Interpreting services and background information and material should be made available. The deaf person being served should be made aware of

the potential services and whether or not a fee is involved. He should understand his own obligations, such as keeping appointments and following recommended courses of action.

As stated at the beginning of this section, *communication is the only real barrier to utilization of community resources.* In some cases, a special counseling and referral service, such as at Kansas City, is the answer; in other areas the problem is handled by asking an existing community agency to assume this responsibility. This may be more practical in areas of sparse or medium population density, such as Utah, where special legislative appropriations permit the office of Vocational Rehabilitation to help deaf people in need of counseling and referral services, as well as those seeking vocational rehabilitation.

Quality Is Important / *Deaf Leadership*

Utilization of community resources also depends upon the type of leadership in the organizations of the deaf, as does the success of the organization in general. *Shared decisions—quality decisions—stand a better chance of acceptance*

Although leaders of the deaf should be knowledgeable about community resources and make every effort to recognize individual problems for appropriate referrals, they should avoid personal involvement other than the initial contacts and insistence that there be a follow through. *Deaf leaders also have another responsibility—to make the handicap visible and let the hearing community know it need not be a barrier to community interaction.* This can be done best by taking an interest in community affairs, whether they concern the deaf or not. Attendance at United Fund functions and Community Services Council meetings, with an interpreter to make the discussions meaningful, is one of the best ways to brinng the handicap and the people to the attention of hearing leaders.

Enlarge Concepts

In utilization of community resources, organizations of the deaf can, and should, enlarge their own concepts and improve organizational and operational procedures. Instead of going around in circles, without a real leader, or following an authoritative leader who is permitted to dictate, members of an organization should insist that responsibilities at every level be clearly defined and that decisions be made accordingly. In short, when deaf leaders gain an understanding of how their community makes decisions, they can join in these decisions.

communications community interaction

A MAJOR BREAKTHROUGH

It is almost impossible for hearing people to imagine community interaction without telephones, and this is one reason why the deaf have remained outside the mainstream of community life.

If a hearing person were to keep an accurate record of all the telephone calls he made and received in one month, then tried to visualize the time, expense and trouble he would have gone to make these contacts face to face, he might gain some idea of the tremendous inconvenience a hearing handicap imposes. And if the hearing person would further separate social from business telephone conversations, he would realize how much enjoyment is denied the deaf.

Fortunately, through the use of an acoustical converter and "hand-me-down" teletypewriters, more and more deaf people can now look at the telephone as a blessing rather than a bete noire.

Communications—Community Interaction

By Paul L. Taylor

Chairman, Communications Committee, National Association of the Deaf

Communication is a means of conveying ideas and thoughts from one person to another. The list of communicative methods is an endless one. One of the most important methods of communication, speech, has been largely denied to hearing impaired individuals. This denial is especially obvious when one considers devices such as public address systems, telephones and the like. To counteract such deficiencies, the message must be re-conveyed in such a form that the hearing senses are not involved. However, it is the recipient which has the final decision on that gadget's usefulness.

The Acoustical Converter / *A Major Breakthrough*

Since the invention several years ago, of an acoustical converter which enables teletypewriters to act as a mechanical intermediary on telephonic communications, the number of deaf individuals using the telephone by themselves has mushroomed from a handful to approximately 600. The use of the acoustical converter and teletypewriter accessories has broken a major communications barrier among the deaf. The reason for its remarkable success is its ease and adaptability; in fact, it is no more difficult than an ordinary typewriter. Long before the acoustical converter's emergence, various attempts were made to break the telephone barrier within reasonable cost. Flashing lights and buzzers were utilized as sensory accessories to the telephone. They were not universally popular since they involved a long learning process in mastering the codes. Not only that, the transmission and receiving of messages was tedious and often too abbreviated to derive any enjoyment.

Forms of community interaction of interest to us are deaf-deaf and deaf-hearing. St. Louis, San Francisco, Los Angeles, Indianapolis, New York City, Washington, D.C., and Chicago now have extensive teletypewriter networks mostly used for deaf-deaf communication.

Deaf-Hearing Communication / *Answering Services*

Indianapolis, St. Louis, Los Angeles and San Francisco now

have answering services which facilitate deaf hearing communications over the telephone. A deaf person can contact the answering service and type his message to an intermediary, who relays it orally to the hearing person. The process is reversed when the hearing person wants to tell the deaf person something.

The March, 1969, issue of *The Deaf American* depicts the fantastic growth of the St. Louis teletypewriter network since its conception in May, 1967.

Printed materials giving information about setting up a telephone teletypewriter system either for yourself or for your friends can be obtained by writing to Teletypewriters for the Deaf, Inc., P.O. Box 622, Indianapolis, Indiana 46206.

RESPONSES OF THE PARTICIPANTS TO THE WORKSHOP GROUP SESSIONS

"True feelings" are not always best expressed by the words Well Satisfied, Moderately Satisfied, Neutral, and so on; thus we provided space on the survey forms for people to write down what they liked *most* or liked *least*.

Space does not permit a complete extract of each return, and in any case many of the participants expressed similar thoughts in only slightly different (and sometimes identical!) language, so the following excerpts are as close as possible to the thinking of the majority of the people who responded.

Certain phenomena seem apparent from reading the responses: Deaf people prefer structured to unstructured situations but, as they warm up to a task they tend to become more acceptant of the unique. This does not come out clearly in the tabulations since brevity is an aim, but the raw data showed it markedly.

A signed comment is repeated verbatim herewith as typical of many responses received in the mail:

"I would gladly give the rest of my life if I only had had this training 20 years ago. Do it again!—C. D. Billings, Colorado."

POLITICAL DYNAMICS

WHAT DID YOU LIKE *MOST* ABOUT THIS GROUP?

Practical, simple approach.
Extent of information.
Instructor—he was interested in the deaf.
Participant involvement and discussion.
Learning how to use pressure.
Ideas on using politics.
Group size was just right for close interaction.
Importance of using deaf voting power, registering, etc.
Instructor's personality, clear thinking.
Understanding of politics.
Political resources available to the deaf.
Frankness.
Importance of preparation.
How to draft legislation.
Basic idea that although we are deaf we do not need to let our needs go unnoticed.
Available political resources.
Explanation of the law and legal rights of the deaf.
In expressing their ideas the group gave me a lot to consider in expressing mine.

WHAT DID YOU LIKE *LEAST* ABOUT THIS GROUP?

Some participants did not speak up.
Mental wandering of some participants.
Need a week for this type of class!
Prejudices.
Not enough time.
Group reaction to some parts of discussion.
Not enough literature passed out.
Prolonged lecturing.
Some individuals who spoke up were not qualified to do so.
Overlapping subjects; repetitious.
We were so new to the workshop idea that we did not know how to get the most out of the discussions.

REHABILITATION—COMMUNITY COORDINATION

WHAT DID YOU LIKE *MOST* ABOUT THIS GROUP?

Well coordinated and presented subject by knowledgeable instructor.
Participant involvement.
Group size was just right for interaction.
Learning about services available.
Instructor's interest in us.
Open-minded, understanding.
Unhurried presentation.
Very helpful speaker.
How to get a VR counselor for the deaf.
Discussion of medical aspects of Rehabilitation.
Encouraged us to strive for more deaf counselors.
Impressed by what one active man could do to secure services.
So many things were explained that I did not know about that I now feel I have a much better understanding of Rehabilitation.
The idea of a community center for the deaf supported by the United Fund.

WHAT DID YOU LIKE *LEAST* ABOUT THIS GROUP?

No exchange of ideas.
Not enough deaf professionals in Rehabilitation.
Not enough useable information.
Old hat.
Instructor needs more time with deaf groups.
Lack of group participation.
Pessimistic attitudes of some of the participants.
Emphasis on filing and processing of documents.
Counseling.
Unanswered question: Why some rehabilitation counselors are not as efficient as they could be.

LEGISLATIVE TECHNIQUES

WHAT DID YOU LIKE *MOST* ABOUT THIS GROUP?

A great teacher with fine insight. Practical information.
Learning about our own responsibilities.

Learned a lot of political know-how.
How to reach the big shots in government.
A real eye-opener on how to organize a power group.
Simple principles on how to get legislation.
How to go about getting political action.
Awareness of need.
Instructor's graciousness and willingness to repeat.
Very informative.
Clarity of presentation.
Liked meeting the real McCoy—a real legislator.
Thought-provoking!
Legislative processes.
How to draft a bill.
Honesty of the instructor and desire to serve people.
They asked many questions and learned a lot.

WHAT DID YOU LIKE *LEAST* ABOUT THIS GROUP?

The fact that deaf people have been missing many opportunities.
The instructor seemed to be talking to a wall, i.e., possibly a Politician talking to the masses?
Instructor should have talked less.
Other trainees got off the subject.
Participants did not get a chance to ask more questions.
Too much hammering away at simple principles.
It was not geared to our level of thinking.
Emphasis on councils that have little bearing on the deaf.
Too fast and furious?
Long, drawn-out lecturing, boring in a sense. Reptitious.

ADULT EDUCATION

WHAT DID YOU LIKE *MOST* ABOUT THIS GROUP?

The hows and whys.
The wealth of information on adult education offered by the instructor. (Numerous similar responses.)
Instructor's personal approach, open discussion.
Plenty of hand-outs.
Optimism.
The understanding that there is a lot that we can do to help our fellow man through adult education.
Instructor's desire to help.

Availability of funds in our own state, and ways of getting the money.
Adult education is our right—stand up for it!
The challenge to broaden our education.
Instructor made each of us participate by asking us questions and insisting on answers.

WHAT DID YOU LIKE *LEAST* ABOUT THIS GROUP?

Lack of answers to the problem of the community with a small deaf population.
We did not come up with any good ideas on how we can encourage deaf adults to come forward and accept the chance to advance themselves.
No comparison to other states; his programs may have succeeded because of *him*, not program strength.
No illustrations of "How to" start one, get money, etc.
Lack of time.

PERSONAL AWARENESS TRAINING

WHAT DID YOU LIKE *MOST* ABOUT THIS GROUP?

People were willing to admit weaknesses.
Chance to open up a little bit.
Instructor knew his stuff.
Trainee involvement.
Like stepping into a new world.
Dynamic, lively discussions. Relevant, fruitful.
Normally hidden feelings surfacing.
Observing other's reactions.
The understanding that we got that we're all individuals and human beings.
Learned much about the personalities and characteristics of my group.
Liked their criticism.
They were all trying to find out what personal awareness training was all about!
Demonstrated the need for sensitivity training for adult deaf people, regardless of educational background.
Deeper communication—a new experience for me.
Helped me understand others better.
Good rapport among participants.

New approach to learning.
Instructor's cooperative and open-minded attitude.
The process of becoming aware of myself as well as others around me.
They accepted criticism very well.
Different approach in getting to know ourselves, face criticism—which is necessary for a good leader.
Exciting!
Feelings!

WHAT DID YOU LIKE *LEAST* ABOUT THIS GROUP?

Many participants were too reserved.
No specific goal in this group. We were getting nowhere.
Some good leading questions by the instructor were evaded by the group.
Missed: "How to" get this type of training at home among our own groups.
Silence of the instructor.
Did not understand the aim of this session
The anger it brought out in some participants.
Their feelings.
Oralist-manualist controversy.
Not enough honesty or guts.
Unexplained reasons for behavior.
Instructor did not get involved enough.
Some of the group did not read or understand their homework so did not know what was expected of them.
They picked too much on an oralist instead of nicely impressing him.
Too much frustration. Instructor did not ask questions but made us aware of ourselves.

LEADERSHIP ETHICS

WHAT DID YOU LIKE *MOST* ABOUT THIS GROUP?

Learning about ethics—a subject unknown to the deaf.
Necessity of confidentiality.
Exchange of views.
Active participation on theoretical cases, problem-solving.
Concept of not building false hopes in troubled people.
Instructor's dynamic presentation and illustrations.

The knowledge that professional people can be trusted and will uphold the right to privacy.
More respect for the rights of others.
Their desire to help.
Excellent communication with the deaf instructor.
Showed the value of working with and through other agencies to get the job done.
Appreciated having a professional sharing his views with us non-pros.
How to handle peddlers, and marriage on the rocks.
Learning what is being done in Kansas—and that it can be done in my state.

WHAT DID YOU LIKE *LEAST* ABOUT THIS GROUP?

We were not given a chance to express our own ethics.
Not enough time.
So many of us have the same problems.
Instructor was a little difficult to understand at times.
Instructor's personal background should not have been included in his talk.
Tendency of a few to forget the rules of courtesy—side conversations.
Interruptions from "outsiders."

COMMUNITY RESOURCES

WHAT DID YOU LIKE *MOST* ABOUT THIS GROUP?

Good conversation and questions.
Became aware of available resources.
Good instructor, good materials and presentation.
Immediately useable information.
Learning about the different levels of government and how they could be of use to me.
Sincerity of effort to learn on part of participants.
Visual aids.
Amazed at the number of possible resources for getting help.
Value of teamwork.
Very relevant.
How the "other guy" feels about dealing with the deaf.
Very optimistic instructor.
Wisdom of referring people to the proper agency.

WHAT DID YOU LIKE *LEAST* ABOUT THIS GROUP?

Ignorance on part of leaders of available resources.
Needed illustrations of what kind of services are available.
Prejudices.
Lack of time.
Lack of group participation.
Insufficient literature.
No emphasis on how to go about getting or doing the things I want to do.
Not clear enough on major points.
Didn't seem to answer complete questions.
Session was too short.

APPENDIX

Faculty

Political Dynamics

JOSEPH J. PERNICK, *Judge*, Detroit Probate Court, Detroit, Michigan.

Rehabilitation—Community Coordination

FRANK GATTAS, *Supervisor*, Rehabilitation Services, Deaf and Hard of Hearing, Ohio Bureau of Vocational Rehabilitation.

Legislative Techniques

ERNEST H. DEAN, *Research Director*, Utah Technical College at Provo, Utah; member Utah State Senate; past Speaker of the Utah House of Representatives.

Adult Education

DR. RAY L. JONES, *Project Director*, Leadership Training Program in the Area of the Deaf; Professor, San Fernando Valley State College, Northridge, California.

Personal Awareness Training

DR. L. STEWART OLSEN, *Chief of Vocational Services*, Rehabilitation Center, University of Utah, Salt Lake City, Utah.

Ethics of Professional Leadership

ROGER M. FALBERG, *Director*, Community Service Agency for the Deaf, Kansas City, Missouri.

Community Agency Resources

ROBERT K. WARD, Utah Office of Rehabilitation Services; past Statewide Planning Director; former assistant director of Salt Lake City Community Services Council.

Resources Persons

Resource persons are vital; they possess specialized knowledge which is available to participants and faculty alike. Liberal use was made of their particular talents both in and out of group discussions. They had no particular assignments and floated from group to group.

Among those assembled for our Leadership Training Workshop were:

ROBERT O. LANKENAU, *President*, National Association of the Deaf
Organization structure, local, state and national.

FREDERICK SCHREIBER, *Executive Secretary*, National Association of the Deaf
The National Census of the Deaf: How it will work.

ALBERT PIMENTEL, *Executive Director*, Registry of Interpreters for the Deaf
How to get a local or state registry organized.

PAUL L. TAYLOR, *Chairman*, N A D Communications Committee
Phonetype-Teleprinter communications over the telephone.

DON G. PETTINGILL, *Director*, Services for the Deaf, Seattle Speech and Hearing Center

Development of services for the deaf within existing hearing and speech agencies.

BOYCE R. WILLIAMS, *Chief*, Communications Disorders Branch, Division of Disability Services, Rehabilitation Services Administration, Social and Rehabilitation Service, Department of Health, Education and Welfare

How to do practically anything.

Planning Committee

WORKSHOP IN THE LEADERSHIP TRAINING IN REHABILITATION AND COMMUNITY SERVICES FOR PEOPLE WHO ARE DEAF. April 11th & 12th, 1968. Salt Lake City, Utah

List of participants in this meeting.

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Editor
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Leadership Training Workshop Schedule

Wednesday, August 13

12:00 Noon	Lunch—on your own
1:00-5:00	Registration
5:00-6:00	Suppertime
7:00-9:00	Registration continues
7:30	Opening assembly (Alta Room) *WELCOME:* Robert O. Lankenau, President, National Association of the Deaf and Director of the Workshop *KEYNOTE ADDRESS:* "The Critical Need for Leadership"—Don G. Pettingill
8:30	*BLACKOUT SKETCHES:* Victor H. Galloway, directing with a cast of odd characters
9:15	*INSTRUCTIONS:* R. Sanderson, Assistant Director

Thursday, August 14

	ASSEMBLY, Alta Room—DEAF CENSUS: Fred Schreiber
8:45	Move to GROUP SESSION I
10:00	BREAK. Coffee and juices GROUP SESSION II LUNCH. All participants will lunch together in Alta Room
1:30	GROUP SESSION III
3:30	BREAK. Coffee and soft drinks
3:45	GROUP SESSION IV
5:45	Adjourn for the evening. No events scheduled.

Friday, August 15

8:30	ASSEMBLY (Alta Room) Al Pimentel—Organizing a state or local Registry of Interpreters. Panel of participants, one from each group to speak on "How I'll Apply What I am Learning Here" spontaneously. No more than 8 minutes each.
9:45	BREAK. Coffee and juices
10:00	GROUP SESSION V
12:00 Noon	LUNCH. All participants will lunch together in the Promenade A & B Rooms
1:30	GROUP SESSION VI
3:30	BREAK. Coffee and soft drinks
4:00	SWIMMING! No events scheduled for the evening.

Saturday, August 16

9:00	GROUP SESSION VII
11:00	BREAK. Coffee and juices
11:15	ASSEMBLY (Alta Room) Summary and response
12:00 Noon	LUNCH DEPARTURES

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